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TRADOC Regulation 350-70

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Training

ARMY LEARNING POLICY AND SYSTEMS

FOR THE COMMANDER:
OFFICIAL:

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History. This publication is a major revision and conforms to the U.S. Army Training and Doctrine Command (TRADOC) Campaign of Learning. It replaces the Systems Approach to Training (SAT) with Army Learning Policy and Systems. The process used for developing Army learning products is analysis, design, development, implementation, and evaluation (ADDIE).

Summary. This regulation consolidates policy for Army-wide production, implementation, and evaluation of Army learning products across the domains of institutional, operational, and self-development. It also describes the interfaces between systems on which the Army depends, such as personnel, resourcing, facilities, technology infrastructure, and acquisitions.

Applicability. This TRADOC Regulation (TR) applies to all Army organizations (TRADOC and non-TRADOC) that produce, implement, and/or evaluate learning.

Proponent and exception authority. Army Regulation (AR) 350-1 assigns the Commanding General (CG), TRADOC, the responsibility for Army learning (training, education, and self-development programs) policy and system requirements contained herein. The proponent of TR 350-70 is Headquarters (HQ) U.S. Army Combined Arms Center (CAC), Fort Leavenworth, Kansas (KS). CAC is the authority to approve exceptions or waivers to this regulation consistent

*This regulation supersedes TRADOC Regulation 350-70, dated 09 March 1999.

with controlling law and regulations, unless otherwise designated. Exceptions to policy are granted on an individual basis. The commander or senior leader of the requesting activity must endorse all waiver requests before forwarding them through higher headquarters to the policy proponent. Requests must include requestor contact information; type of request (initial, extension, modification, appeal, or cancellation); specific regulation line items requested for waiver; unit, institution, or center/school affected; proposed alternative; justification; impact; expected benefits; anticipated effective dates; and duration requested. The proponent continually seeks innovation and process improvement. Significant process improvements and global exceptions will be considered for addendum to policy prior to the next revision.

Army management and control process. This regulation follows applicable requirements of AR 11-2.

Supplementation. Supplementation is authorized providing it does not diminish or change the intent of the regulatory policy and guidance. Any other supplementation must be approved by HQ U.S. Army Combined Arms Center (CAC), Fort Leavenworth, KS.

Suggested Improvements. Submit changes for improving this publication on Department of the Army (DA) Form 2028 (Recommended Changes to Publications and Blank Forms) through channels directly to the Commander, U.S. Army Combined Arms Center, Collective Training Directorate (ATZL-CT), Fort Leavenworth, KS 66027-2300. Suggested improvements may also be submitted using DA Form 1045 (Army Ideas for Excellence Program (AIEP) Proposal).

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Summary of Change

TR 350-70

Army Learning Policy and Systems

This major revision of the regulation, dated 6 December 2011 makes the following changes:

- It incorporates new Army learning concepts, updates policy, and standardizes requirements.
- "How to" information has been removed for a series of TRADOC pamphlets (TPs).
- The former Appendix C for proponentcy is now TP 350-70-16: Army Training and Education Proponents.
- Proponents listed in TP 350-70-16 must assume responsibility for the functional areas cited and follow proponent requirements cited in this regulation.

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Chapter 1

Introduction

1-1. Purpose

The purpose of the Army Learning Policy and Systems is to support the Army by regulating practices in effective learning management and to specify required enabling systems.

Requirements in this regulation apply to all Army organizations (U.S. Army Training and Doctrine Command (TRADOC) and non-TRADOC) that produce, implement, and/or evaluate learning.

1-2. Scope

a. This regulation is most widely targeted to personnel within institutions (proponent organizations, centers, and schools) that manage, analyze, design, develop, implement, and evaluate learning products for all three domains of Army learning as described by the parent document, Army Regulation (AR) 350-1, Army Training and Leader Development. These domains are:

(1) Institutional. The generating force provides courses/events based on individual tasks/topics at institutions to ensure Soldiers and Army civilians meet established learning standards. The institutional domain includes initial military training (IMT), professional military education (PME), Civilian Education System (CES), and functional training for Soldiers and Army civilians.

(2) Operational. Soldiers enter the operational Army upon assignment to a unit. Operational assignments integrate individuals into a team and build on the foundation of individual skills learned in institutions. In the operational domain, Soldiers master individual and collective tasks that support the unit's Mission Essential Task List (METL).

(3) Self-development. The Army provides many enablers to assist individuals in self-development, which maximizes leader strengths, reduces weaknesses, and enables individual development goals. Self-development provides the opportunity for Soldiers and Army civilians to take initiative for advancement in current and future positions and to achieve personal excellence.

b. Army learning begins with individual learning (training and education), which continues throughout the career in support of unit collective training and success in full spectrum operations (FSO).

(1) Individual learning is implemented primarily in the institutional and self-development domains, with some individual learning in the operational domain. Individual learning prepares individual Soldiers and Army civilians to perform critical tasks and apply leader competencies that ultimately support their unit's FSO mission essential tasks (METs). A culture of learning and individual responsibility for lifelong learning is required to meet numerous challenges in the operational environment and to succeed in the competitive learning environment. Students are assessed at the individual level; however, collaboration, social learning, and teamwork are important to promote linkage to FSO.

(2) Collective training is implemented primarily in the operational domain. It requires interaction among individuals or organizations to perform tasks, actions, and activities that contribute to achieving mission-essential task proficiency. Collective training includes performing collective and individual tasks associated with each training objective, action, or activity.

1-3. References

Appendix A lists the required, related, and referenced publications.

1-4. Explanation of abbreviations and terms

Abbreviations and acronyms are found in the glossary and supporting pamphlets.

1-5. Relationship to pamphlets

a. Corresponding TRADOC pamphlets (TPs) provide the "how-to" information for requirements in this regulation or stand-alone references for regulatory requirements.

b. When this regulation states a requirement for following a pamphlet, information in that pamphlet is also regulatory. Proponents listed in TP 350-70-16 must assume responsibility for the training, education, and doctrine aspects of the functional areas cited and follow requirements in this regulation.

c. "How to" guidance and supporting information is removed from this regulation. Reference the TRADOC Pamphlets Website for currently published documents:
<http://www.tradoc.army.mil/tpubs/pamndx.htm>.

Chapter 2

Functions and Responsibilities

This section provides an overview of the key functions and responsibilities of organizations and entities involved in Army learning. It includes guidance to review current TRADOC organizations and functions in the associated TRADOC Regulation (TR) 10-5 series as appropriate.

Section I

Headquarters (HQ) TRADOC

2-1. Deputy Chief of Staff (DCS), G-2

The DCS, G-2 serves as the TRADOC lead for the operational environment (OE). The OE is a key driver of all TRADOC core competencies, lines of operation, and functions. Find the functions of DCS, G-2 in TR 10-5 and TR 10-5-1.

2-2. Mission and Functions of the DCS, G-3/5/7

The DCS, G-3/5/7 develops, integrates, and manages: training operations and requirements, concepts, policies, and plans, and directs operations continuously across TRADOC in support of the Commanding General (CG), TRADOC; Army Force Generation (ARFORGEN); the human capital enterprise in order to build a campaign-capable, expeditionary, and versatile Army in support of the Joint Warfighting Commander. Find the functions of DCS, G-3/5/7 in TR 10-5 and TR 10-5-1.

2-3. Generating Force Training Directorate (GFTD)

GFTD provides Army command (ACOM)-level staff support for the Army's leader development and education programs; functional training; aviation training, operations, and standardization; interservice training; and Army learning policy to support ARFORGEN and meet the intent of the CG, TRADOC. Find the functions of GFTD in TR 10-5 and TR 10-5-1.

2-4. Reserve Component Training Integration Directorate (RCTID)

RCTID improves the Army's Reserve Component (RC) personnel and training readiness by recommending allocation of resources and changes to policy, processes, and programs. Find the functions of RCTID in TR 10-5 and TR 10-5-1. RCTID functions also include:

- a. Facilitate RC participation in the learning product development process and ensure that RC requirements are addressed.
- b. Coordinate with U.S. Army Reserve Command (USARC) and National Guard Bureau (NGB) for subject matter expert (SME) support when requested by the proponent.
- c. Monitor The Army Training System (TATS) course currency as appropriate.
- d. Review and provide concurrence on new and revised TATS courses to Training Operations Management Activity (TOMA).
- e. Review, staff, and approve exceptions to TATS training year requirements for RC configured courses.

- f. Coordinate resolution of USARC and NGB non-concurrence issues during validation as requested by the proponent school.

2-5. Training Operations Management Activity (TOMA) Field Operating Agency (FOA)

TOMA plans, coordinates, and oversees the documenting, programming, scheduling, logistics management, and training management operations for U.S. Army courses conducted in TRADOC during peacetime and mobilization. TOMA develops the Mobilization Army Program for Individual Training (MOB ARPRINT) for expansion of the institutional training base during mobilization, coordinates augmentation of the institutional training base by RC training elements, and serves as the TRADOC lead for ARFORGEN synchronization of mobile training teams (MTTs) to support units resetting under the ARFORGEN model. TOMA also serves as TRADOC lead for joint sourcing training oversight (JSTO) concerning all TRADOC training issues for sister services supporting Army missions. Find the functions of TOMA in TR 10-5 and TR 10-5-1.

2-6. Security Assistance Training Directorate (SATD) (FOA)

SATD serves as the Army program manager within the U.S. Army Security Assistance Enterprise (Assistant Secretary of the Army, Acquisitions, Logistics, and Technology (ASA/ALT), Army Materiel Command (AMC), and TRADOC) for U.S. Government-authorized and Department of Defense (DoD)-executed Security Assistance Training Program (SATP). SATP provides Army-managed training to approved countries and international military students in the continental United States (CONUS) and outside CONUS (OCONUS) in support of combatant command, Army Service Component Commands (ASCC), and Headquarters, Department of the Army (HQDA) security cooperation objectives. Find the functions of SATD in TR 10-5 and 10-5-1.

2-7. Initial Military Training – Center of Excellence (IMT-CoE)

- a. Deputy Commanding General (DCG), IMT (DCG, IMT) standardizes, reinvigorates, and evolves training for initial entry Soldiers and recently commissioned junior officers in order to support a more efficient and effective ARFORGEN process while providing Soldiers and leaders who can immediately contribute to their first unit of assignment. Find the functions of DCG, IMT in TR 10-5, TR 10-5-1, and TR 10-5-8.

- b. The IMT-CoE directs and assesses the training, education, and integration of new Soldiers into the Profession of Arms in order to ensure the appropriate level of standardization, relevance, and rigor; to support ARFORGEN; and to ensure these Soldiers are prepared to contribute as leaders or members of a team upon arrival at their first units of assignment.

2-8. DCG, U.S. Army Reserve (USAR)

As a training force multiplier, DCG, USAR ensures the USAR is an active participant in the development of emerging doctrine, organizations, training, materiel, leadership and education, personnel and facilities (DOTMLPF). Find the functions of USAR in TR 10-5 and TR 10-5-1.

2-9. DCG, Army National Guard (ARNG)

DCG, ARNG serves as the ARNG integrator across DOTMLPF domains, TRADOC initiatives, and the Army mission areas. DCG, ARNG also assists HQ TRADOC in assuring unity of effort among HQDA, NGB, and TRADOC. Find the functions of ARNG in TR 10-5 and TR 10-5-1.

2-10. Army Capabilities Integration Center (ARCIC)

ARCIC leads the design, development, and integration of force capabilities across the DOTMLPF (resource-informed, integration-focused, and outcome-based (RIO)) for the Army within a joint, interagency, intergovernmental, multinational (JIIM) environment to support the Joint Force Commander through ARFORGEN. Find the functions of ARCIC in the TR 10-5 and TR 10-5-1.

2-11. HQ TRADOC, Quality Assurance Office (QAO)

HQ, TRADOC QAO is the executive agent of the Army Quality Assurance (QA) Program for all Army schools (TRADOC, non-TRADOC, military, and Army civilian). The QA mission is to assist commanders in assessing the quality of the institutional Army's ability to meet the needs of the operational Army. This program provides oversight of doctrine, training, and education provided by all Army schools (TRADOC and non-TRADOC, military, and civilian, except the U.S. Military Academy). It involves the accreditation of Army training and education institutions against a prescribed set of standards with measurable criteria that cross the DOTMLPF domains, to include IMT, PME, CES, and functional training. QA Program goals, organization, responsibilities, and functions are found in AR 350-1 and further broken down in TR 10-5 and TR 10-5-1.

2-12. HQ, TRADOC, Chief Knowledge Officer (CKO)

With respect to TR 350-70, the HQ TRADOC CKO executes the knowledge management program that ensures the development of well-trained Soldier and Army civilian leaders as well as the design, development, and integration of training that focuses on knowledge capabilities, concepts, and current and emerging doctrine in order to train a campaign-capable, expeditionary, and versatile Army in support of joint warfighting commanders through ARFORGEN. Find the functions of the CKO in TR 10-5-1.

2-13. U.S. Army Combined Arms Center (CAC)

CAC is the proponent for Army training and education development and critical operational lessons learned. CAC designs, integrates, and oversees implementation of leader development and the Army Leader Development program; executes Mission CoE and proponent responsibilities; develops and integrates current and emerging doctrine; and supports and integrates Army training and education support across all cohorts in support of Army ARFORGEN to dominate in FSO in a JIIM environment. In addition, CAC's Army Training Support Center (ATSC) is the TRADOC lead for staff and faculty development (SFD) and distributed learning (DL) programs. Find the functions of CAC in TR 10-5 and TR 10-5-4.

2-14. Army Management Staff College (AMSC)

AMSC provides direction and oversight of the CES and other civilian leadership training and education and across the Army. ATSC integrates all actions and activities related to Army civilian leader development into the Army leader development strategy called CES and serves as

the Army civilian SME for the leader development enterprise. Find the functions in AR 350-1 and TR 10-5-3 under CAC.

2-15. Institute for Noncommissioned Officer Professional Development (INCOPD)

INCOPD provides direction and oversight of the noncommissioned officer education system (NCOES) across the Army, integrates all actions and activities related to noncommissioned officer (NCO) leader development, and serves as the NCO SME for leader development. Find the functions of INCOPD in TR 10-5 and TR 10-5-9.

2-16. Commanders, Maneuver Support Center of Excellence (CoE)/Sustainment CoE/Fires CoE/Maneuver CoE/Signal CoE/Aviation CoE/Intelligence CoE/Commanders, Multiple and Single CoE

CoEs develop and integrate current and emerging doctrine and integrate Army training and education support across all cohorts in support of ARFORGEN to dominate in FSO in a JIIM environment. Key functions include:

- a. Provide input to manpower and budgetary resource acquisition documents.
- b. Provide copies of school lessons learned publications and research materials of permanent interest to the Army for inclusion in the online Center for Army Lessons Learned (CALL) database.
- c. Provide combined arms training strategy(ies) (CATS) development guidance to proponent schools.
- d. Ensure evaluator/developer training and qualification; validate all Army learning courses and products; ensure relevancy and accuracy of all learning product components; conduct quality control (QC) and QA of each phase, product, and aspect of the analysis, design, development, implementation, and development (ADDIE) process; validate The Army Distributed Learning Program (TADLP) processes and products.
- e. Analyze, design, develop, implement, and evaluate learning products and components for which it is proponent using the CAC-approved automated development system.
- f. Conduct reclassification training, assessments, evaluations, and inspections to ensure minimum essential requirements regarding assessment and evaluation data are met. Conduct instructor/facilitator certifications in accordance with (IAW) this regulation.
- g. Support Army QA Program evaluation functions IAW AR 350-1 and supporting TRADOC QA Program policy and guidance. The Army learning community must support the QA Program.
- h. Develop CATS in coordination with subordinate proponent schools for sustainment, movement and maneuver, intelligence, fires, and mission command; multifunctional sustainment command groups and staffs; and units.
- i. Submit the Training Requirements Analysis System (TRAS) documents IAW this regulation and other documents in order to stimulate the appropriate resource systems.

j. Use the Department of the Army (DA)-approved workload database for the identification and management of training and doctrine development, product workload, and quality assurance workload.

k. Manage the phases of the ADDIE process to ensure that activities related to manpower, workload, new equipment, budgeting, and resourcing are accomplished.

l. Ensure all learning products, to include DL, are technically and doctrinally accurate and sound, designed to maximize learning, void of identified deficiencies, and meet appropriate accreditation directives, criteria, and requirements.

m. Ensure that all DOTMLPF acquisition programs and procurement actions are properly coordinated within the combat, training, and doctrine development departments early in the development process.

n. Coordinate, as appropriate, for SME support with USARC/NGB for concurrence on TATS course structure (including common core curriculum), the supporting narrative, and TATS course programs of instruction (POIs).

o. Request from staff and faculty (S&F) proponent any exceptions to required instructor/facilitator refresher of the current foundational, CAC-Training (CAC-T), ATSC-provided instructor/facilitator course or CAC-T, ATSC-approved equivalent course and small group instructor/facilitator training courses.

p. Establish, staff, and maintain Staff and Faculty Development Program (SFDP) or functional equivalent.

Section II

Other Key Learning Agencies

2-17. Commanders/commandants of the Army training centers (ATCs)/schools, The Service Academy, and colleges

These institutions:

a. Ensure learning products are progressively challenging, sequential, and based on critical tasks/topics, support defined outcomes, and are horizontally and vertically aligned.

b. Conduct projected individual training requirements and programs identified by the Army Program for Individual Training (ARPRINT).

c. Ensure that all DOTMLPF requirements are properly coordinated within the combat, training, education, and doctrine development early in the analysis phase of the ADDIE process.

d. Support Army QA Program evaluation functions IAW AR 350-1 and supporting TRADOC QA Program policy and guidance. The Army learning community must support the QA Program.

- e. Analyze, design, develop, implement, and evaluate learning products for Soldiers and Army civilians.
- f. Validate learning programs, products, and components for efficiency, effectiveness, accuracy, and support of unit needs.
- g. Maintain current analysis data; mission essential requirement documentation; accessibility of documentation; individual and collective task lists and supporting analysis data for each proponent job, special category, or type unit; and current learning products for access by all training and education sites.
- h. Identify all resources, facilities, equipment, and consumables required to implement learning; provide the information to TRAS; and integrate safety considerations, safety and caution statements, risk assessment and management decisions, and fratricide prevention actions, as appropriate, into all learning product documentation.
- i. Establish, staff, and maintain an SFDP activity to serve as the primary agency for coordinating, conducting, and supporting the development of required Staff and Faculty Common Training (SFCT) and local staff and faculty development requirements.

2-18. Training support centers: Forces Command, TRADOC, Army Materiel Command (AMC)

These training support centers:

- a. Serve as primary source of graphic training aids (GTAs) for resupply to supported units per AR 5-9, table C-9.
- b. Maintain a sufficient supply of GTAs to support customer requirements.
- c. Submit an Annual Inventory and Data Usage Report (RSC ATTG-58) to Commander, ATSC.
- d. Consolidate requirements and requisition bulk as required.
- e. Ensure administrative and logistical support operations in their respective schools are conducted IAW applicable regulations to provide the best possible support; corrective action is taken on respective command issues identified in inspector general (IG) and TRADOC QAO-generated and forwarded reports.
- f. Support Army QA Program evaluation functions IAW AR 350-1 and supporting TRADOC QA Program policy and guidance. The Army learning community must support the QA Program.

2-19. HQ, U.S. Army, Europe (USAREUR)

USAREUR budgets funds to support development and publication of USAREUR-unique/funded GTA requirements.

2-20. HQ, U.S. Army, Pacific U.S. Army, Pacific (USARPAC)

USARPAC ensures administrative and logistical civil support operations in their respective schools are conducted IAW applicable regulations to provide the best possible support.

2-21. Commanders, regional training institutes (RTIs) and The Army School System (TASS) training brigades

RTIs and TASS training brigades consolidate school battalion reports and forward them with comments through the Adjutant General or the training command(s) to NGB or USARC, as appropriate. TASS training brigades must conduct projected individual training requirements and programs identified by the ARPRINT.

2-22. Commanders, TASS training battalions (BNs)

TASS BNs:

- a. Request assistance visits when Commanders believe it is necessary for their organization, understanding that the TASS BN would fund such visits.
- b. Prepare complete institutional self-evaluation (ISE) and the results of any command inspections or evaluations conducted by their higher HQ, and maintain a METL IAW Field Manual (FM) 7-0.
- c. Appoint a team of staff members and instructors/facilitators to evaluate the institution in comparison to the METL and accreditation standards.
- d. Address issues as appropriate and forward unresolved issues to school/regional training institute (RTI)/brigade commander for record.
- e. Support Army QA Program evaluation functions IAW AR 350-1 and supporting TRADOC QA Program policy and guidance. The Army learning community must support the QA Program.

2-23. Commanders/commandants of the task/topic proponents, Army Medical Department, and U.S. Army Special Operations Command

These proponents:

- a. Analyze, design, develop, implement, and evaluate learning for Soldiers and Army civilians.
- b. Validate learning programs, products, and materials for efficiency, effectiveness, accuracy, and support of unit needs.
- c. Maintain current analysis data; mission essential requirement documentation; accessibility of documentation; individual and collective task lists and supporting analysis data for each proponent job, special category, or type unit, and current learning products for access by all learning sites.

d. Provide CALL copies of school critical operational lessons learned publications and research materials of permanent interest to the Army as a whole for inclusion in the online CALL database. Provide input to manpower and budgetary resource acquisition documents.

e. Conduct evaluations to ensure meeting minimum essential requirements within their respective commands/schools/centers. Collect and analyze evaluation data, and provide findings reports to management and instructor/facilitator certifications IAW this regulation.

f. Support Army QA Program evaluation functions IAW AR 350-1 and supporting TRADOC QA Program policy and guidance. The Army learning community must support the QA Program.

2-24. Safety, security, and environmental managers

These managers:

a. Coordinate with the Army learning community to ensure adequate safety and environmental factors are addressed in all learning support publications and products no matter what the assigned residual risk level is, with the exception of low risk classroom training and education.

b. Validate learning products as appropriate.

c. Make recommendations to the proponent commander to approve or disapprove learning products.

2-25. Foreign disclosure (FD) managers

Foreign Disclosure Officers must:

a. Coordinate with developers to determine if requests for disclosure of specific learning product components are required or desired in order to facilitate international military student (IMS) attendance.

b. Apply the appropriate FD rating to POIs, support packages (TSPs), and other required learning product components IAW chapter 5 of this regulation.

c. Coordinate with the Security Assistance Training Field Activity (SATFA) to verify if IMS may attend specific TRADOC courses, and/or limitations on their attendance.

d. Coordinate with developers on processes or references that will better support IMS attendance at TRADOC courses.

2-26. Executive agents (EAs), in cooperation with Army commands and proponents

a. Perform needs and task/topic analysis with assistance from appropriate proponent and SMEs to determine any valid learning product development requirements.

b. Coordinate the needs analysis with other EAs and proponents, as appropriate, and recommend to HQ TRADOC, DCS, G-3/5/7 learning product development requirements.

c. Propose implementation strategies for recommended learning products. Justify any identified requirements not recommended for implementation.

Chapter 3

Strategic Guidance for Full Spectrum Learning

Section I

The Strategic Framework

3-1. Concepts and strategies

As the Army proponent for learning policy and doctrine, both individual and collective, TRADOC has developed a strategic framework that informs a Campaign of Learning and our learning environment. TP 525-3-0 describes broad requirements for future capabilities and operational adaptability. Tied to this overarching document are strategies and concepts, which require significant changes to Army learning policy, both immediate and long term. Published strategies and concepts most directly affecting TR 350-70 policy changes are TP 525-8-2 and TP 525-8-3.

3-2. Operational environment

a. The 21st Century Army training and education development programs and initiatives must prepare Soldiers, units, and Army civilians to rapidly adapt to complex situations across the FSO, to fight when necessary, and to win decisively. The OE is a key enabler supporting the U.S. Army's core functions and competencies in producing leaders and Soldiers to fight and win during FSO.

b. In order to build an Army that will dominate in FSO, TRADOC CoEs must prepare our leaders for hybrid threats and simultaneous operations within a multicultural environment. This requires leaders who understand the implications of operating with JIIM partners and can envision likely outcomes of events within the context of their OE. The most important implication is CoEs do not have the luxury of focusing on any one threat or under any one area within the spectrum of conflict. Instead, leaders must be exposed to the multiple threats that exist in an OE. Therefore, we must educate our leaders on all aspects of the OE through the operational variables interaction of political, military, economic, social, information, infrastructure, physical environment, and time (PMESII-PT) and how the OE affects elements of military design and the operations process.

c. The OE in the 21st century requires the training base to produce Soldiers capable of contributing as team members on the day of arrival at their first assignment. IMT must ground our Soldiers with the Army's values and culture while developing their ability to be mentally and physically tough and unwilling to accept defeat. They must be constantly challenged through a rigorous, standards-based program that emphasizes hands-on, performance-based training under stressful conditions.

d. Further discussion of the impact of the OE on training, education, and leader development may be found in TP 525-8-3, appendix M.

3-3. Adaptability

Execution requirements of FSO require leaders and Soldiers to be capable of adapting rather than relying on superior technology. In order to satisfy FSO requirements, institutions must develop learning products that:

- a. Provide opportunities to experience full spectrum challenges through a balanced mix of live and simulated learning environments.
- b. Develop adaptability at all levels through a foundation of operational competencies, and then increase the type and intensity of stressors and ambiguity.
- c. Provide opportunities for the Army to continuously assess and build mastery of fundamental competencies.
- d. Accurately measure Soldier competencies and tailor individual learning to account for previous training, education, and experience.

3-4. Full spectrum learning

a. The unique problems of training and educating Soldiers and their leaders for FSO require a change in the Army's approach to learning. This new approach is to create a balanced learning environment using the three pillars of leader development, as defined in the Army Leader Development Strategy (ALDS) and illustrated in figure 3-1, throughout a Soldier's or Army civilian's career. These pillars (training, education, and experience) are all critical to meeting Army learning goals. They are present in every school and every assignment. It is the balance of these pillars which defines the idea of full spectrum learning. Just as offense, defense, and stability operations are always present in FSO, education, training, and experience are always present in full spectrum learning. The emphasis must be on having a balance of these pillars, throughout the career-long continuum, at a physical location or through virtual connection, and with self-development opportunities between institutional courses.

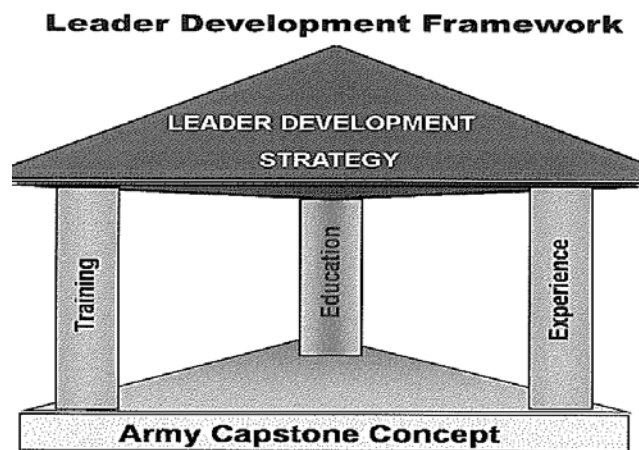


Figure 3-1. Three pillars of leader development

b. The concept of a balanced, career-long learning continuum, expressed graphically in figure 3-2, uses the same three-component methodology for full spectrum learning. The concept holds true for all cohorts. In early career, learning balances more heavily in training; in mid-career the balance shifts more to experience; and in later career, the balance shifts more to education. Self-development and lifelong learning is encouraged throughout.

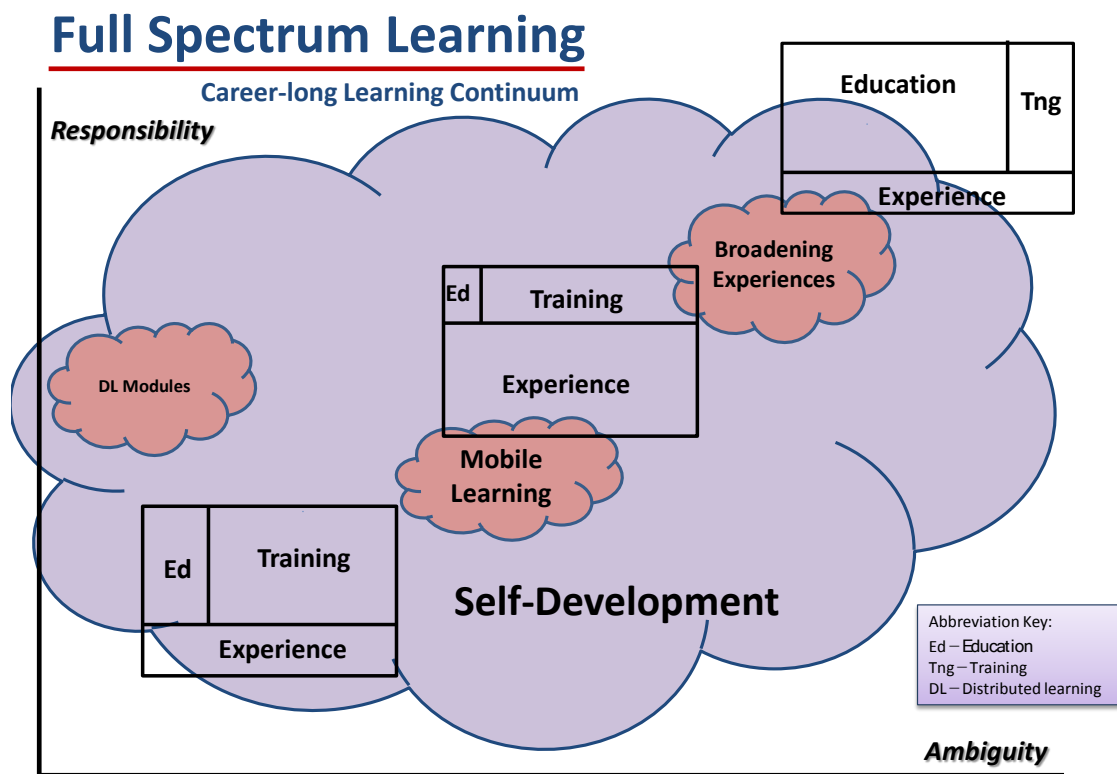


Figure 3-2. Full spectrum learning

3-5. The Army Leader Development Strategy (ALDS)

- a. The ALDS provides the framework for "developing our leaders in a competitive learning environment, and it is in this environment, above all others, where we must prevail."
- b. The ALDS guides development of Army officers, NCOs, warrant officers, and civilian leaders. It lists the following seven qualities the Army seeks in all leaders:
 - (1) Competence in core leader proficiencies.
 - (2) Agility to operate with a global mindset and across the spectrum of conflict.
 - (3) Ability to operate in JIIM environments and leverage other capabilities in achieving their objectives.
 - (4) Capability to operate and provide advice at the national level.
 - (5) Cultural astuteness and ability to use this awareness and understanding to achieve an intercultural exchange.
 - (6) Courage enough to see and exploit opportunities in the challenges and complexities of the operational environment.

(7) Grounding in Army values and warrior ethos.

c. Where terminology distinctions are necessary, current definitions for the three pillars of learning and leader development — training, education, and experience — are employed as follows:

(1) Training. Army training is an organized, structured process based on sound principles of learning designed to increase the capability of individuals or units to perform specified tasks or skills, including problem solving. Training increases the ability to perform in situations with emphasis on competency, physical and mental skills, knowledge, and concepts.

(2) Education. Education provides intellectual constructs and principles. It helps develop individuals and leaders who can think, apply knowledge, and solve problems under uncertain or ambiguous conditions. Education is associated with "how to think." Education gives leaders and individuals the tools to think at all levels (organizationally and strategically) and to enhance leadership abilities along with knowledge and experience. This achievement occurs over a leader's career with increasingly complex education, especially in the areas of leader development and the military arts.

(3) Experience. Soldiers, units, and Army civilians learn by doing. The warfighting and/or technical know-how and competencies gained are enhanced through participation in collective and individual learning activities and events. To effectively enhance experience, training must be realistic and strenuous. Likewise, education must include a rigorous curriculum with defined outcomes, especially in the area of leader development.

3-6. TRADOC Pamphlet (TP) 525-8-2, The Army Learning Concept (ALC) for 2015

The ALC describes learning environment factors that will begin to change learning product development and delivery across the three domains. Learning environment factors include: personnel inputs to the Army, generational and student differences, learning science, and technological opportunities.

3-7. TP 525-8-3, The Army Training Concept (ATC) 2012-2020

The ATC describes, for the years 2012-2020, the total Army organizational training requirements and capabilities necessary to generate and sustain units. Soldiers and units need to be trained in FSO and able to succeed in the OE in conditions of uncertainty over extended periods. The ATC provides a vision for an integrated learning environment that builds leaders, Soldiers, units, and Army civilians to have the capability to achieve the ARFORGEN objectives and to execute FSO.

Section II

Institutional Requirements

3-8. Learning product requirements

In developing learning products, institutions must:

a. Extend learning beyond the schoolhouse in a career-long learning continuum through the significantly expanded use of network technologies.

b. Design learning to be more facilitated, team-based, and learner-centric.

- c. Leverage technology to provide engaging, relevant, and rigorous resident, distributed, and mobile learning, and social learning activities.
- d. Leverage opportunities to implement technologies to engage and appeal to digital learners.
- e. Extend learning progressively and sequentially for career-long expansion and deepening of cognitive, interpersonal, and problem-framing/solving skills essential for operational adaptability.
- f. Design the learning system to expand beyond the confines of "brick and mortar" to deliver learning products to Soldiers at the point of need.
- g. Implement blended learning to balance quality face-to-face learning experiences with technology-enabled learning products.
- h. Employ learning strategies that foster critical thinking and problem-solving skills needed for operational adaptability.
- i. Continuously evaluate the entry phase characteristics and perspectives of incoming Soldiers and adjust learning curricula to achieve desired outcomes at all levels of the learning system.
- j. Incorporate deliberate strategies to ensure required skill levels, knowledge, and abilities transfer from the institutional environment to the operational environment.

3-9. ALC instructional guidelines

Institutions must use the following guidelines adopted from TP 525-8-2 for learning product development across all cohorts and echelons:

- a. Convert most classroom experiences into collaborative, problem-solving events led by instructors/facilitators who engage students to think and understand the relevance and context of what they learn.
- b. Tailor learning to the individual student's experience and competence level based on the results of a pre-assessment.
- c. Dramatically reduce or eliminate instructor-led slide presentation lectures and begin using a blended learning approach that also incorporates virtual and constructive simulations, gaming techniques and technology, or other technology-delivered instruction.
- d. Link all learning activity outcomes to what TP 525-8-2 defines as 21st century Soldier competency. Metrics and outcomes must be designed for the career-long learning continuum for each cohort and echelon.
- e. Examine courses to identify learning content that can be transformed into performance support applications. Develop performance support applications and introduce them in the schoolhouse at all levels.

f. Develop supporting, technology-driven instruction incorporating adaptive learning and intelligent tutors with a goal of reducing learning time while maintaining effectiveness for resident and non-resident use.

g. Integrate digital literacy skills appropriate at each career level and foster skills to enable and encourage lifelong learning.

h. Implement components of virtual and game-based learning opportunities to add realism and operational relevance at all levels.

i. Integrate JIIM, culture, and comprehensive fitness goals into courses at the level and degree that fits the learning audience.

j. Develop a full spectrum mind-set in students, while maintaining flexibility to adapt learning content to meet operational demands.

k. Use authentic exercises in classroom and blended learning activities to maximize skills transfer to the job and to the OE.

3-10. Push and reach-back

As the Army's central hub for branch-specific knowledge, institutions must expand their push and reach-back for students throughout their Army careers by:

a. Promoting social learning and pushing new information to students using networked connections and activities.

b. Providing access and facilitating reach-back to knowledge and information needed by students in the operational units.

3-11. Integration of operational observations, insights, and lessons (OIL)

a. Because of new tactics and strategies employed by adaptive enemies, proponents must:

(1) Formally and informally collect OIL from operational events.

(2) Evaluate the validity of learning products, performance support tools, and applications including those submitted or transmitted by Soldiers.

(3) Analyze and disseminate critical operational OIL to those who need to know and act on the information.

b. Where possible and feasible, institutions should leverage enterprise-level support activities and mechanisms in development of high-end digital learning products. These support activities provide access to specialized educational media development experts and researchers on the cutting edge of learning technology. Institutional staff can use enterprise-level support to:

(1) Capture and replicate operational events in game-based scenarios for rapid dissemination to schools and units.

(2) Create digital learning content including video modules, game-based scenarios, digital tutors, and assessments tailored to students.

(3) Promote effective use of social media, games, digital applications (apps) and emerging technologies in the operational environment by incorporating these technologies into institutional training and education.

(4) Develop interchangeable modules that institutions can easily share and revise in order to maintain relevancy with the current OE.

3-12. Soldier-developed content

Proponents must encourage innovation and develop mechanisms to communicate within their branch and evaluate products developed by Soldiers or others outside proponent control. Content developed by Soldiers, Army civilians, and contractors may come to proponents through Army programs encouraging innovation from individuals, or through other means. Proponents must identify, collect, and evaluate products used for learning their subject matter within the Army. It is imperative that proponents conduct rapid review of proliferating learning and performance support products such as mobile apps and online learning content developed outside proponent control, to ensure they do not mislead, misinform, or lead to harm for Soldiers or equipment.

3-13. Quality of face-to-face learning experiences

a. In order to increase the quality of face-to-face learning, institutions must:

(1) Design learning products that dramatically reduce or eliminate instructor-led slide presentation lectures and use a blended learning approach, where possible, to incorporate technology-delivered instruction. Consider trade-offs that increase time available for face-to-face learning by using technology where face-to-face learning is not required.

(2) Convert most classroom experiences into collaborative, problem-solving events led by instructors/facilitators who engage students to think and understand the relevance and context of what they learn.

(3) Develop pre-assessments as part of learning strategies and products where there is opportunity to tailor courses/events or learning roles based on individual experience and competence.

b. Organizations conducting institutional learning courses/events must:

(1) Ensure learning events are collaborative, problem-solving events led by instructors/facilitators who engage students to think critically and creatively and understand the relevance and context of what they learn. Instructors/facilitators must recognize the existing skills and attributes of students and work to maximize them within the collaborative environment.

(2) Implement training and education to develop a cadre of skilled instructors/facilitators to support learning methods.

(3) Develop branch and human resources relationship to increase selection of Soldiers, Army civilians, and contractors with the greatest potential for instructor/facilitator positions. Structure instructor/facilitator selection as a leader development opportunity and recognition of expertise.

3-14. Career-long learning continuum

In order to achieve the goals of TP 525-8-2, institutions must design learning products using a progressive, sequential structure for their subject matter. In many cases, revised learning strategies are required. Institutions must:

- a. Develop career-long instructional strategies and establish metrics for each of the 21st century Soldier competencies as described in TP 525-8-2. These competencies must be progressive and sequential for each cohort and echelon.
- b. Develop and execute a plan to integrate 21st century Soldier competencies into learning content for all cohorts and echelons with established outcomes at each level. Link all critical tasks to one of the nine 21st century Soldier competencies, and when conducted, have critical task and site selection boards (CTSSBs) review to make sure the connection makes sense.
- c. Establish a career trajectory path for each cohort and echelon with trigger points that initiate higher-level training and education, civilian schooling, and other comprehensively broadening experiences.
- d. Coordinate career map and individual training plan (ITP) with the approved career-tracking proponent.
- e. Convert mid-career resident courses and others, as applicable, for learning content delivery through multiple, flexible, and modular venues.
- f. Provide the operational force with a standardized set of subject foundational competencies that can be further tailored to suit operational and positional needs as determined by the unit commander.
- g. Ensure career-long learning curriculum coordination across institutional, operational, and self-development domains.
- h. Employ supplementary technology and digitized content as part of the learning strategy.

Section III

Operational Requirements

3-15. Leader development requirements

Leader development is a responsibility shared between institutional training and operational units. It includes supervisor input, access to learning modules, and support for position-specific learning needs. As development of the career-long learning continuum evolves, institutional

training will provide more learning opportunities to Soldiers at the unit throughout their careers. To support the Soldier at home station, operational forces will provide dedicated time for learning, where possible. Operational force units must provide feedback on changes in requirements and critical operational lessons learned in order for institutions to best serve leader development needs.

3-16. Operational force representative requirements

Operational force representatives play an essential role in the identification of learning needs of the operating force. Operating force representatives validate tasks and determine initial training locations during CTSSBs.

Section IV Self-Development Requirements

3-17. Individual responsibility

a. Individuals are responsible to seek information regarding career and track learning requirements, and to dedicate themselves to the Army as a profession. Institutions that produce and/or evaluate and implement self-development learning products must ensure products align with the career-long learning continuum, are easily accessible, and are properly promoted for Soldier and Army civilian awareness.

b. It is critical to develop character from the beginning. IMT institutions must positively promote a lifelong learning mindset and ensure Soldiers and Army civilians are empowered with the tools and resources necessary to continue learning throughout their career.

c. With increasing responsibility during mid-grade, individuals must augment their experience by completing a series of mandatory learning modules leading to defined career gates, where applicable. Institutions must support this effort by developing and introducing alternative learning products and creating learning strategies for this multi-year career phase. Mid-grade learning must also contain some critical branch technical and common leader skills taught through face-to-face instruction at the schoolhouse or appropriate location. Institutions must further support the individual's learning needs by producing additional learning modules (resident or non-resident) tailored for career events or key position assignments.

3-18. Increased scope and responsibility

a. As individuals accept an increased level and scope of responsibility, additional learning is critical to developing a broad foundation for success. Institutional learning strategies should include products that foster a deeper understanding of the Army at a combined arms level, and hone individual functional skills through a combination of resident and non-resident courses. The focus is on engaging individuals in collaborative exercises involving complex problem solving that enhance critical thinking and judgment skills.

b. Individuals at or preparing for strategic levels of leadership attend Army capstone level-PME or equivalent courses, supplemented by continuous learning and self-development. Institutions must integrate learning strategies and develop learning products that provide a

broad contextual understanding of national security issues and the role of senior leaders to ensure success at the strategic level.

Chapter 4

Learning Product Development: Budgeting and Resourcing

Section I

Learning Product Development Budgeting and Resourcing Overview

4-1. Introduction

Policy set forth in this chapter applies to all budgeting and resourcing of learning product development and associated leader and manager responsibilities. The goal is for the learning products to link with the resource processes and systems in order to acquire the necessary resources in time and at the right place to accomplish the mission. A variety of systems and processes work concurrently to support the development and delivery of learning products. It is critical for institution leaders and managers to understand this process. Figure 4-1, below, depicts the interaction between the Army budgeting process and TRAS.

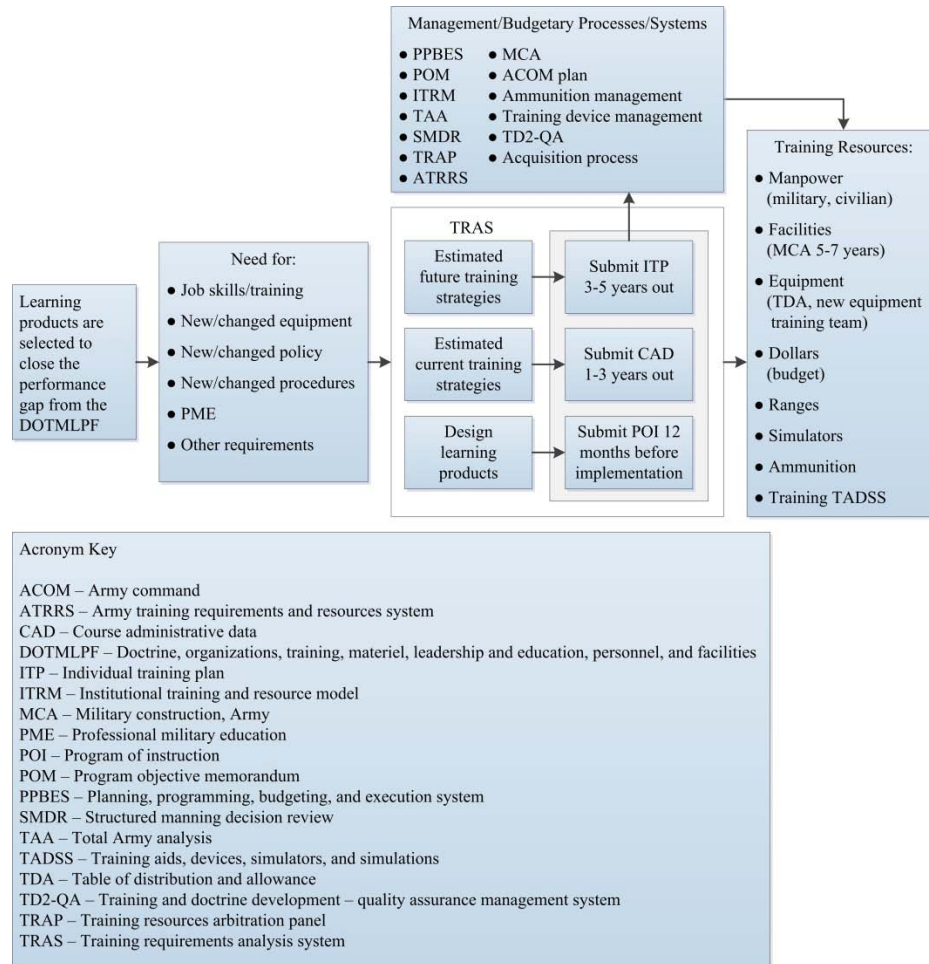


Figure 4-1. Interaction between Army budgeting and TRAS

4-2. Resource management: learning product development budget

a. Managers must ensure funds and personnel are available in order to develop, implement, and maintain Army learning products. They must keep budget information current and establish availability of one-time funds to meet unfunded requirements (UFRs) prior to beginning development efforts. Managers must not initiate development efforts that cannot be completed or maintained.

b. The following planning, programming, budgeting, and execution (PPBE) events affect resources:

(1) Directorate/department quarterly reviews, mid-year reviews, and year-end closeouts for the current fiscal year's (FY's) execution year.

(2) Directorate/department budgeting for the budget years (years 1 and 2 following execution year).

(3) Directorate/department 5-year planning for the school/installation program objective memorandum (POM) (years 3 through 8 following the execution year). This information goes into the TRADOC POM.

c. TRAS documents require a specific course/phase start date in the course administrative data (CAD) in D/M/YY format, which becomes the preface page for the POI. The memorandum of transmittal requires a specific D/M/YY and FY quarter for acceptance by TOMA. TRAS document submission depends on course/phase start dates and does not reflect a specific month or date. The appropriate TRAS documents must address equipment requirements and upgrades. Figure 4-2 depicts the general timeline for institution submission of TRAS documentation to TOMA for validation, in addition to other resource system and process events affected by TRAS documents.

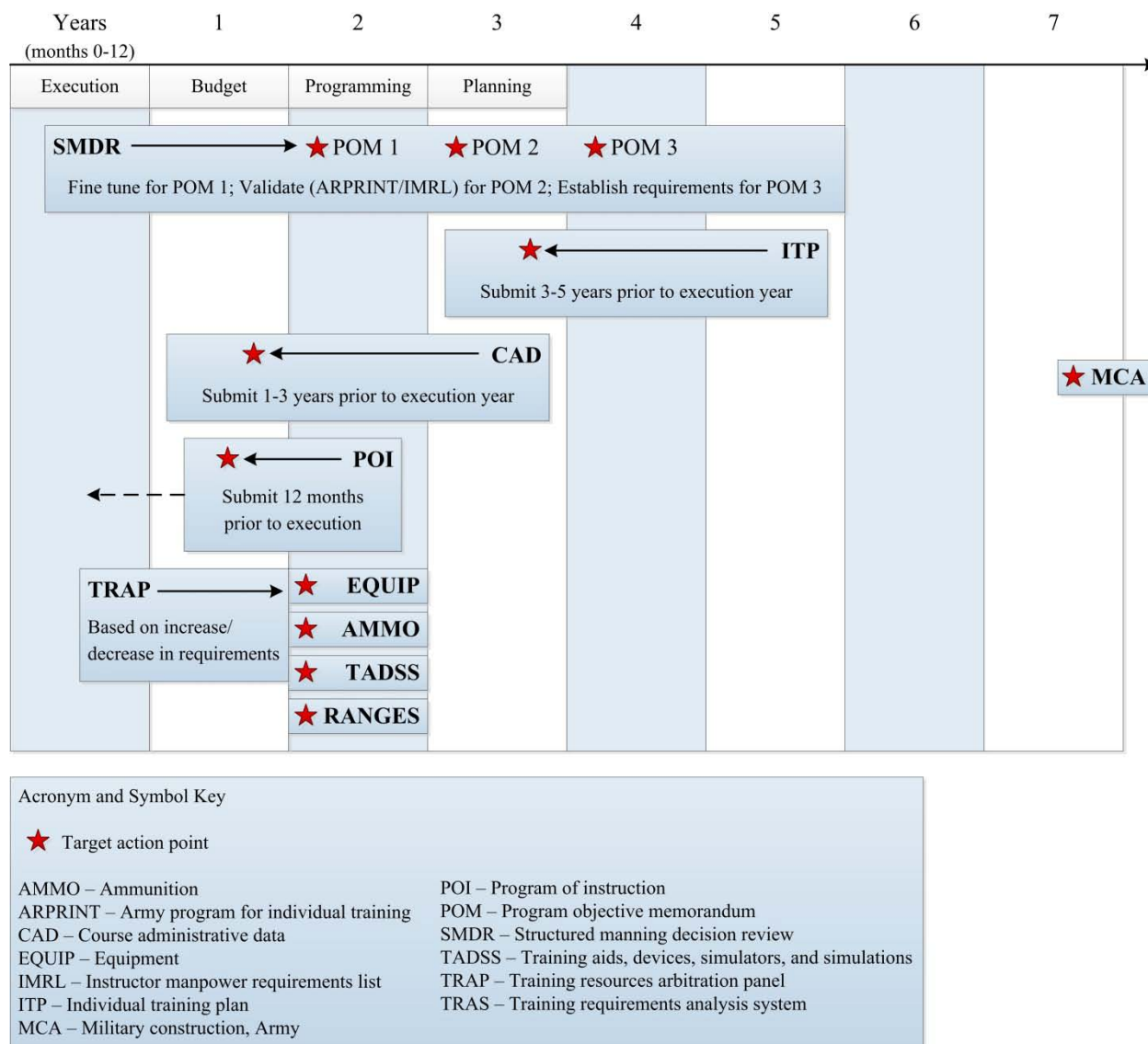


Figure 4-2. Timeline of TRAS documents and Army operational and budgetary processes

4-3. Requirements determination and acquisition process

a. Requirements determination and acquisition is the process by which the Army:

(1) Acquires new systems, including materiel concept investigation, development, acquisition, and ultimate phase out and disposal. Materiel acquisition initiates learning product requirements. See Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 3170.01G and AR 71-9 for more information regarding DOTMLPF requirements. Also, refer to TR 71-20, which prescribes responsibilities and policy for the implementation of the Joint Capabilities Integration and Development System (JCIDS), its execution, and how TRADOC adheres to the Defense Acquisition System.

(2) Continually upgrades the way it supports ARFORGEN and achieves complementary capabilities with other services and nations. DOTMLPF requirements are determined holistically, based on desired joint and Army capabilities versus known deficiencies.

b. Institution managers must:

(1) Provide input and validate the requirements determination, acquisition process, supporting products, and reports.

(2) Consider all learning product development implications early in the acquisition cycle.

c. Developers participate in the integrated capabilities development teams (ICDTs) to develop concepts and determine learning requirements. Following the determination of DOTMLPF solutions, they must continue to participate in the ICDTs and in the development of requirements documents by conducting a needs analysis.

d. CATS is a HQDA program funded by the DA – Training Resources Collective. The CATS program manager manages funds and works with proponents to determine what CATS to develop, review, revise, and update, based on available funding. Upon notification of the funding amount for the next FY, the program manager (PM) coordinates with proponents to develop a prioritized list for the upcoming year's development effort. The prioritized list is presented to the home station deployed council of colonels for approval. Once the list is approved, funds are allocated to develop, review, revise, and update each proponent's CATS. Development priorities and delivery schedules are adjusted to suit unplanned Army and proponent requirements and/or if HQDA provides supplemental funding. CATS supports both home station unit training as well as the sustainment of infrequent critical tasks during deployment operations.

4-4. Manpower and personnel integration (MANPRINT)

a. MANPRINT is a systematic and comprehensive program to optimize total system performance and minimize the cost of ownership by addressing the human part of the total system equation. It addresses seven domains: manpower, personnel, training, human factors engineering, health hazards, system safety, and Soldier survivability. One of the primary objectives of MANPRINT is to assist the Army manager in determining, designing, developing, and conducting sufficient, necessary training.

b. Institution managers must include MANPRINT goals, constraints, and requirements in the development of system training plans (STRAPs) for new or modified equipment early in the capability development process. See AR 602-2 for related responsibilities.

Section II

Training Requirements Analysis System (TRAS)

4-5. Overview

The TRAS is a planning and management process to validate and document commander/commandant-approved courses/phases for submission into the various resource systems for timely acquisition of necessary resources. The TRAS integrates the outputs of the

ADDIE process with the Planning, Programming, Budgeting, and Executing System (PPBES) process by documenting learning strategies, courses/phases, and related resource requirements. TRAS documents capture the resource requirements (students, instructors/facilitators, facilities, ammunition, equipment, and funds) for learning product implementation. The validation process merges data input into various resources systems to obtain the assets necessary to implement courses/phases in a timely manner.

4-6. Requirements

a. TRAS documents identify the institution's plan and requirements for implementing individual learning products. TRAS documents identify and communicate learning needs, strategies, plans, and support resource requirements. Document submission results in recognition of identified resource requirements, but it does not result in an agreement by HQ TRADOC, DCS, G-3/5/7 to provide resources. TRAS documents contain information produced or gathered by institutions that enables HQ TRADOC, DCS, G-3/5/7 and centers/schools to plan and support the management, development, and implementation of individual learning requirements.

b. The TRAS validates learning product development requirements and ties together related acquisition systems for resources (facilitators; equipment; training aids, devices, simulators, and simulations (TADSS); ammunition; dollars; and facilities).

c. The TRAS uses three types of documents: the ITP, CAD, and POI. Proponents develop POIs for courses implemented by service schools, centers, Noncommissioned Officer Academies (NCOAs), TASS training battalions, RC training institutions, Reserve Officer Training Corps (ROTC) Cadet Command, and other teaching organizations. Additionally, proponents prepare POIs for courses that fall under the Interservice Training Review Organization (ITRO). Proponents must develop and submit the TRAS documents as identified below:

(1) ITPs are long-range planning documents, prepared for each military or civilian occupational specialty or learning program, that describe the overall plan to satisfy learning requirements for an individual's entire career.

(a) The ITP is a living document. Proponents must submit ITPs 3 to 5 years prior to implementation of new or key changes to an existing learning strategy. This allows proponent centers/schools to pursue resources with a long lead-time. The ITP is required when changes drive a need for resources that have a long lead-time to acquire.

(b) HQ, TRADOC, DCS, G-3/5/7 validates resource changes for ITPs resulting from new strategies, courses, or changes.

(c) ITPs are the foundation and formal process to capture data required for developing CAD.

(d) When considering the entire ITP, provide a clear identification of resources (for example, facilities) and an explanation of the learning strategy necessary for implementation. Some resources have a long acquisition lead time before implementation of instruction.

(e) Upon HQ TRADOC, DCS G-3/5/7 validation of resources, the ITP provides the proponent strategy essential in the development of CAD.

(2) The CAD is the commander's/commandant's estimates of course content and the required supporting administrative data documenting a new or revised course and stimulating the resource systems and processes needed to acquire the resources before the implementation date.

(a) CAD provide critical planning information about a resident, DL, MTT and/or on-site course/phase that enables the recruiting, quota management, and personnel systems to take the actions needed to have students, facilitators, and other identified resources in the right place at the right time for implementation.

(b) Commanders/commandants must submit CAD 1 to 3 years prior to the implementation of proposed course changes in the Army Training Requirements and Resources System (ATRRS).

(c) CAD for TRADOC Schools and Centers require HQ TRADOC, DCS G-3/5/7 validation of resources.

(d) CAD allow for changes to resources (when included in submission and validated).

(e) CAD are the entry point for the structured manning decision review (SMDR)/POM process, when submitted 3 years prior to implementation.

(f) CAD permit updates to ATRRS, if different from a previous CAD or POI. To reduce student turbulence and allow time to adjust currently programmed students and resources, changes requested within 1 year of execution are strongly discouraged. Requests to change the course length or class size less than 1 year from implementation require a written request by the commander/commandant or their designated representative.

(g) CAD expire at date of execution. CAD that are not followed up with POIs can negatively affect the proponent's ability to acquire and retain resources. The CAD is used to prepare the POI and becomes the POI's preface page.

(h) Institution learning managers must ensure CAD are submitted using the CAC-approved automated development system.

(i) CAD are the foundation and formal process to capture data required for developing POIs.

(3) The POI is the definitive requirements document that provides all details required to implement the course to include all required resources.

(a) POIs provide a specific description of course content, duration of instruction, and types of instruction. They list resources required to conduct the course/phase. They include the critical tasks/topics, the learning objectives, and the supporting skills and knowledge taught.

(b) POIs are submitted not less than 1 year prior to implementation.

(c) POIs permit revisions to ATRRS, if different from a previous CAD or POI. In order to reduce student turbulence and allow time to adjust currently programmed students and resources, changes requested within 1 year of execution are strongly discouraged. Requests to change the course length or class size less than 1 year from implementation require a written request by the commander/commandant or their designated representative.

(d) POIs require HQ TRADOC, DCS, G-3/5/7 validation for resources (new courses), resource changes (existing courses), and adherence to HQDA and TRADOC policy.

(e) POIs allow course/phase location managers to engage resource systems and processes.

(f) Courses with a POI previously validated by TRADOC may be locally revised and updated without an additional TRADOC validation, as long as changes do not include resource changes.

d. Figure 4-3, below, illustrates the relationship of TRAS documents to execution. Timeliness and completeness of TRAS document submissions are instrumental in the ultimate ability of centers/schools to provide relevant instruction to Soldiers and Army civilians.

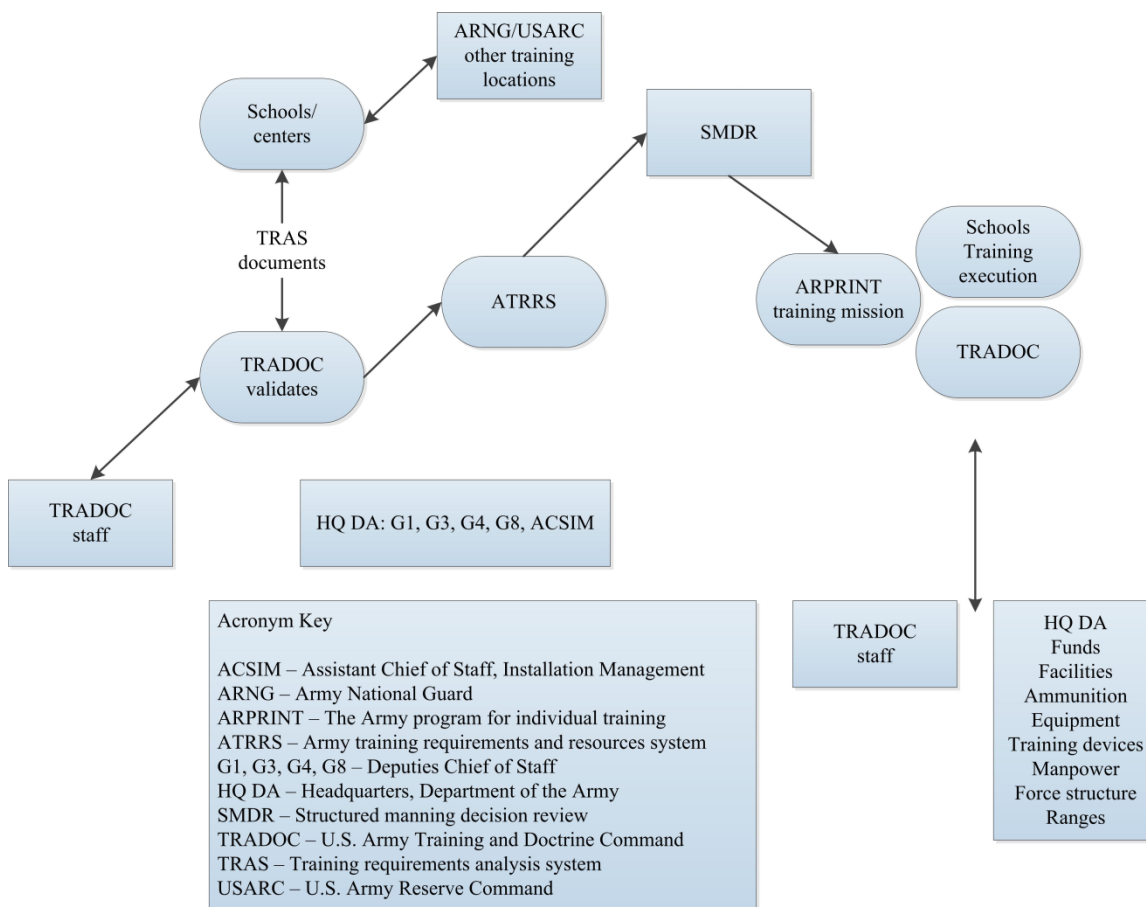


Figure 4-3. TRAS life cycle

e. There are two types of TRADOC document submissions: in-cycle and out-of-cycle. The cycle referred to is the SMDR cycle for implementation year. For implementation of new or revised learning products in FY 13, submission occurs by FY 10.

(1) Institution managers must submit in-cycle TRAS documents at the appropriate times to access the resource systems. Although new or revised learning product development initiatives must sometimes be initiated out-of-cycle, use in-cycle planning and resource management systems (including TRAS) to enable the resources to catch-up and satisfy future needs.

(2) Out-of-cycle submissions are submissions after the normal resource cycle that are necessary to support new courses and/or revisions to existing courses based on special circumstances (for example, critical operational lessons learned, higher headquarters-mandated tasks/topics, etc.) and which will be implemented prior to the normal cycle.

(3) TRAS treats out-of-cycle requirements as UFRs, which require payment with on-hand assets and documentation through the Training Requirements Arbitration Panel (TRAP) until inclusion in the normal resource cycle. Institutions must not use out-of-cycle submission requests to circumvent the normal cycle, but only as necessary based on short-notice (fast-track)

requirements. When appropriate, an expedited headquarters staffing procedure may be used (at TRADOC's discretion) to accelerate the validation process.

(a) CAD or POIs for new courses received by TOMA, or AR 350-1 designee, after the in-cycle solicitation deadline are designated as out-of-cycle solicitations and must reflect: supporting justification signed by the commander/commandant or their designated representative; a copy of the requirement to add or revise the course based on critical operational lessons learned, mandate, and such; identification of the target audience; and the expected number of students. ATRRS must reflect the new course or course change once HQ TRADOC, DCS, G-3/5/7 reviews and approves the new course.

(b) Out-of-cycle submission of an ITP or CAD prevents the identification of resource requirements (facilities and funding), the determination of instructor/facilitator requirements for recognition at the appropriate year's SMDR, and proper allocation of manpower during the TRADOC review of manpower (TRM).

(c) Out-of-cycle submission of a CAD or POI may cause late preparation and distribution of revised class schedules, late notification to students of revised class dates, amendments to temporary duty (TDY) orders, late authorization and assignment of instructors/facilitators, and insufficient time to incorporate HQ TRADOC, DCS, G-3/5/7 and subordinate command guidance prior to the implementation of a new or revised course.

(d) Any requested change inside the execution or budget years that affects student attendance requires coordination with user agencies prior to submission to TRADOC.

(e) Institutions must immediately begin the appropriate process to request resources for any out-of-cycle submission that will require additional resources not currently on-hand.

f. Changes to learning products are generated by a needs analysis; changes in threat and doctrine (current and emerging), organizations and missions, materiel, leader development, or occupational specialty structure; the need to eliminate leader competency and/or performance deficiencies; learning policy or methodology; and/or by efforts to improve learning efficiency and effectiveness. These changes drive revisions or development of new TRAS documents that reflect current and future individual learning strategies and course design. The TRAS action is the primary method to affect changes to learning strategies in ATRRS. A single learning strategy may require multiple simultaneous TRAS submissions as depicted in figure 4-4. For example, the introduction of instruction for a new equipment item while phasing out instruction for the old equipment may require multiple concurrent submissions for accurate documentation of the transition strategy. In such a case, a proponent might submit a CAD or POI to make current changes in the next execution year while concurrently submitting separate CAD to introduce the new equipment and remove the old equipment from the learning strategy and course in the out years. Course changes that include resource changes must reflect a different version number. Changes to courses that do not require changes to resources do not require submission to TRADOC for validation unless directed otherwise. Accomplishment of these changes can be within the proponent centers/schools and will reflect as a sub-version or errata update. Any POI revisions which involve changes to the Basic Officer Leader Course (BOLC) common core or advanced individual training (AIT) warrior task and battle drills (WTBD)

training that "does not" impact resources must be submitted directly to IMT-CoE (ATTN: ATCG-MTO) for DCG, IMT for review and approval.

Single Course - Multiple Concurrent Submissions						
	FY10	FY11	FY12	FY13	FY14	FY15
POI	————— current strategy					
CAD/POI	————— short range changes					
CAD	————— introduction of new equipment					
CAD	deletion of old equipment —————					

Acronym Key

* CAD – Course administrative data

* POI – Program of instruction

Figure 4-4. Multiple concurrent TRAS document submissions for a single course

g. Institution managers must submit TRAS actions for equivalent Active Army (AA) and RC courses simultaneously. Equivalent courses taught at RC training institution (RCTI) locations require full coordination with USARC and NGB.

h. Courses taught by or for other services at Army installations have the following requirements: regular submission of TRAS documents and course management on ATRRS. These include courses covered by ITRO agreements, courses taught to other service students on a quota basis, and DoD-sponsored courses. In addition, courses taught at other service locations to Army students must be documented in ATRRS and require regular TRAS submissions from the assigned proponent.

i. The assigned proponents have approval authority for all of their proponent courses and associated TRAS documents. These include all resident and DL courses or learning products directly supporting an occupational specialty, to include contractor-implemented courses; ITRO consolidated and co-located courses; courses which award skill identifiers (SIs), additional skill identifiers (ASIs), or skill qualification identifiers (SQIs); and functional courses which are aligned with a military occupational specialty (MOS), branch, area of concentration (AOC), or functional area. The approval authority identifies changes in DOTMLPF initiatives that affect the specialty and DL products that support, or will be developed to support, the specialty. Approval authority for TRAS documents are:

(1) ITP. Proponent commanders/commandants or their designated representative approve ITPs that they develop. The proponent's approval of an ITP constitutes authority to continue with the ADDIE process. HQ TRADOC DCS, G-3/5/7 must validate the ITP before resource requirements are recognized.

(2) CAD and POI. Proponent commanders/commandants or their designated representative approve CAD and POIs that they develop. HQ TRADOC, DCS G-3/5/7 (or AR 350-1 designee) must validate each CAD and POI before resource requirements are recognized.

j. Institution managers must fully coordinate new start dates, changes to start dates, optimum class sizes, course lengths (in weeks), instructor contact hours (ICHs), instructor-to-student ratios (ISRs), equipment, funding, TADSS, facilities, and ammunition requirements.

k. Institution managers must:

(1) Use the ADDIE process as the basis to produce and submit approved ITPs, CAD, and POIs for submission to HQ TRADOC, DCS, G-3/5/7, TOMA, ATTN: ATTG-TRI-MP (or AR 350-1 designee) for validation. The commander/commandant or their designated representative makes the approval.

(2) Submit the minimum TRAS document(s) required (ITP, CAD, or POI) IAW the timeframes listed.

(3) Manage all TRAS documents for the AOCs, MOSs, specialties, and learning programs for which they are assigned proponentcy.

(4) Assign a single point of contact (POC) to serve as the TRAS coordinator.

(5) Make HQ TRADOC, DCS, G-3/5/7-required changes to TRAS documents, as directed.

(6) Identify courses that are TATS-compliant when submitting to TOMA for validation IAW AR 350-1.

(7) Coordinate:

(a) TRAS documents with appropriate school elements, installation staff, other centers/schools, ACOMs, USARC, NGB, other services, and teaching organizations which attend, support, co-develop, or implement any portion of the course/phase prior to proponent command approval and submission to HQ TRADOC, DCS, G-3/5/7. Provide copies of coordination results with TRAS submissions to HQ TRADOC, DCS, G-3/5/7.

(b) All course POIs implemented by RCTIs with USARC, Individual Training (ATTN: AFRC-OPT-I) and with NGB Training Division, (ATTN: ARNG-TRI) prior to proponent command approval and submission to HQ TRADOC, DCS, G-3/5/7. This coordination provides the RC with the ability to address all concerns related to the successful and timely implementation of the POI. Provide copies of USARC and NGB coordination results with TRAS submissions to HQ TRADOC, DCS, G-3/5/7.

(8) Obtain concurrence from USARC and NGB for RC courses.

(9) Submit CAD to TRADOC using the CAC-approved automated development system, as appropriate, 3 years before the implementation date of new or revised instruction for course data to be recognized during the HQDA SMDR. Provide copies of appropriate coordination results.

(10) Manage course content that causes resource increases. If resource increases are required, provide a cost benefit analysis with full justification to HQ TRADOC, DCS G-3/5/7, and the impact if this new or changed course is not resourced. Provide a listing of potential bill-payers to cover any growth from the lowest priority course(s). The listed bill-payers might not provide the resources; however, they provide an additional option.

(11) Review and provide comments and recommendations to other proponents during coordination of TRAS documents.

(12) Ensure:

(a) TRAS documents reflect all of the resources necessary to conduct the course/phase on time.

(b) Schools initiate the resource systems with HQ TRADOC-validated TRAS documents.

(c) Developers receive training on TRAS product development.

(13) Ensure documentation:

(a) Meets all approved inter-service training, concept plan, higher HQ-directed missions, or other requirements, as required.

(b) Fulfills any student enlistment contracts.

(14) Ensure that students are able to meet objectives and graduate within the course length indicated in ATRRS.

(15) Submit:

(a) Course TRAS documents as a package (include all phases and/or RC-configured related courses). Course phases are limited to no more than three phases. For courses that exceed this, submit a waiver request, justifying the need for more than three phases.

(b) Indicate phases that have not changed since last validation in the Memorandum of Transmittal. POIs for these phases do not need to be submitted for re-validation.

(c) For DL courses or courses that include DL phases, include supplemental information, as directed by HQ TRADOC, with the POIs for each DL course/phase.

4-7. Implementation

a. Course changes. Institutions must coordinate with TOMA before revising implementation dates, changing variable course data, or deleting courses.

b. Course variations. Temporary variations or adjustments (for example, a course pilot class) for local validation purposes or resource constraints do not require revision of TRAS documents. Pilot classes are restricted to no more than three iterations or 6 months in duration. However, full coordination with TOMA must occur before implementation of any course

changes that would normally require the submission of TRAS documents. Changes to courses that last longer than 6 months are not variations, but enduring changes, and require regular submission of TRAS documents. The proponent is responsible for resources for implementing pilot classes.

c. Class sizes. Class size is the number of students in a class. The institution implementing the course can adjust the class size, except when it is based on a specific limiting factor (for example, equipment, safety, and small group instruction (SGI)).

(1) Maximum class size is the largest number of students in a class that can be taught without unacceptable degradation in the effectiveness of instruction due to manpower, facility, equipment, or other limitations. Normally, the maximum class size is larger than the optimum class size unless there is a limiting factor (safety, equipment, or classroom availability).

(2) Optimum class size is the largest number of students in a class that can be taught indefinitely with no degradation in the effectiveness of instruction. The available or projected equipment and facilities are the constraining factors in determining the optimum class size, with equipment being the primary constraint. Do not consider the availability of manpower when determining the optimum class size for programming purposes. HQ TRADOC, G-8 must validate a course's optimum class size. The optimum class size is considered when calculating ICHs, scheduling classes, and determining total resource requirements.

(3) Minimum class size is the smallest number of students in a class that can be economically taught. The minimum must be equal to or less than the optimum class size.

d. The course/phase start date is when implementation begins. It is a part of the CAD (POI preface page) and reflects the start of the new or revised course/phase. Start dates designate a clear division between old and new or revised implementation of the course/phase. They also support the SMDR process, identifying changes three years out prior to implementation.

4-8. Course length

a. Course length is the total time required to conduct the course/event, to include mandatory course subjects and command-directed learning. It includes both academic and administrative time and expresses the time in weeks and days. TOMA (or ATRRS manager for non-TRADOC schools) validates, manages, and enters TRADOC-approved course lengths into ATRRS.

b. Academic hours represent the total length of time required and include teaching, assessments, assessment reviews, and after-action reviews (AARs). Identify academic time for each method of instruction (MOI) for each lesson. When using self-paced instruction, use the academic hours necessary if taught in residence.

c. The academic week represents the number of academic hours taught during any given academic week. The minimum AA peacetime, 5-day academic week is 36 hours; mobilization is 54 hours. The minimum AA peacetime 6-day academic week is 44 hours.

(1) Proponent centers/schools may establish academic weeks with more than 36 academic hours or 44 academic hours, 5-day academic week and 6-day academic week, respectively. Academic weeks of less than 36 or 44 hours require HQ TRADOC, DCS, G-3/5/7, TOMA approval.

Note: HQ TRADOC, DCS, G-3/5/7 may direct that the academic week include more than 36 academic hours for specific courses.

(2) The minimum RC peacetime academic week is 48 hours, based upon an 8-hour academic day, 6 days a week. A 7-day academic week minimum of 56 hours, based upon an 8-hour academic day, is authorized for courses granted a TATS training year waiver for 15+ day active duty for training (ADT) periods. The maximum is 60 hours, based upon a 10-hour academic day, 6 days a week. See paragraph 6-19. Schools that want to develop courses outside these guidelines must submit a request for exception to the RC TATS training year through HQ TRADOC, DCS, G-3/5/7, RCTID for approval.

d. Administrative time consists of all non-academic time included in a course and is represented as the total hours necessary to perform administrative activities which includes, but is not limited to, instructional preparation, grading, minor course changes, physical readiness testing (including diagnostics), and other administrative responsibilities. Physical readiness training (PRT) is also captured under total administrative time. Scheduling course hours requires the identification of both administrative and academic time to determine the full duration a student must attend the course/phase site.

e. Administrative time (other than PRT) must not exceed 4 hours per AA academic week. Submit requests for additional administrative time to HQ TRADOC, DCS, G-3/5/7, TOMA. Requests must include why the administrative activity cannot occur before or after normal learning time. Administrative time in a course does not generate nor support ICHs.

f. An academic week consists of the total number of academic hours implemented during any given week, to include mandatory course subjects, command-directed learning events and administrative time. A normal, 5-day academic week is 40 hours. Upon direction for a 6-day week, the normal week is 48 hours. During mobilization, a normal week is 60 hours. Proponent commanders/commandants may establish a longer academic week by exercising their options to increase the number of academic hours in a week. The academic week must include academic and administrative time.

g. Academic days are the actual days used for learning within a week (which could be 5, 6, or 7). For example, a 2-week course that uses a 5-day calendar would have 10 academic days.

h. In accordance with AR 350-1, HQDA approval is required for new courses or increased course length that generate increased military training specific allotment funding.

Note: In order to account for all training, all institutions must capture PRT under the administrative time module in their POI. This provides accounting for the total administrative time, which is the sum of PRT hours plus the amount of time (4 hours or less per AA academic week) for other administrative activities.

4-9. Management of the Army Training Requirements and Resources System (ATRRS)

a. ATRRS consists of a Web-based, centralized course/phase management database. Information on individual courses taught by or for Soldiers and Army civilians is in the ATRRS database. ATRRS:

- (1) Supports the Army Personnel Plan.
- (2) Provides accurate and responsive information for input into reports and budgets (such as Program 8) submitted to DoD and Congress.
- (3) Provides the capability to manage and monitor the individual learning program for all courses/phases taught by Army school systems.
- (4) Provides learning management information to Army Staff agencies, ACOMs, or agencies, and Army centers/schools.
- (5) Operates according to procedures stated in AR 350-10.
- (6) Supports both the peacetime and mobilization mission of the HQDA, G-3.
- (7) Is the system of record for all institutional and individual courses/phases, including management and documentation of DL course/phases.

b. Proponents and installations are responsible for updating ATRRS when other services implement learning courses/phases on their installations. Proponents are responsible for updating ATRRS for their courses taught on other service installations.

c. TOMA (or AR 350-1 designee) is the final approval authority for the documentation of TRADOC courses/phases in ATRRS to include DL and TASS-taught course/phases.

d. The Civilian Human Resource Training Application System (CHRTAS) is the interface to ATRRS for Army civilians. CHRTAS is the centralized learning management database for Army civilian courses/phases. Army civilians use this system to register for courses/phases (for example, CES courses).

Section III

Managing Product Development Workload

4-10. Product development workload management

Managers of product development must have a project plan in place encompassing the total workload requirement. Workload management involves planning current and future requirements to meet new or revised learning needs.

4-11. Workload manager responsibilities

Table 4-1 identifies workload manager functions and duties.

Table 4-1
Workload manager responsibilities

Function	Duties
1. Documenting workload requirements	<ul style="list-style-type: none"> a. Prioritize proponent learning product development and implementation strategy requirements. b. Apply estimated time values (ETVs) to determine workload, programming, and planning requirements. This ensures the identification of resources needed to manage Army learning. c. Ensure the entry of learning product development workload requirements into the CAC-approved automated development system as appropriate. d. Identify requirements that can and cannot be met. e. Establish the learning product development teams and generate development plans. f. Contribute to the TRADOC status report.
2. Prioritizing and programming manager requirements	<ul style="list-style-type: none"> a. Prioritize learning product development workload to identify projects that can be accomplished and those that cannot (including backlog). Total projects reflect current and future requirements. b. Use internal workload management information to provide summaries for higher headquarters use. c. Compare the requirements against the command/organizational prioritization criteria. d. Notify command or organization of impact on mission and task accomplishment. e. Adhere to the workload report timelines. The reports represent the preceding FY, execution FY, and follow-on FYs. f. Proponent learning product development plans require command approval.

Section IV
Manpower Management Requirements

4-12. Manpower management responsibilities

Institution managers are responsible to allocate available manpower as necessary to accomplish the Army's learning mission. Lack of manpower is a key constraint on the institution's mission. Table 4-2 identifies manager manpower functions and duties.

Table 4-2
Manager manpower responsibilities

Function	Duties
1. Management functions.	<ul style="list-style-type: none"> a. Adhere to manpower acquisition processes (military and Army civilian). See AR 570-4 and TR 570-4. b. Identify manpower obligations for resourced and unresourced learning requirements. c. Work closely with resource managers. d. Address work and personnel issues. e. Prepare and submit manpower documents. f. Identify and report errors in manpower documents and reports. g. Assign personnel.
2. Compliance requirements.	<ul style="list-style-type: none"> a. Proponent/school/division/project table of distribution and allowance (TDA). b. Local policy on requesting or reprogramming manpower resources. c. Manpower staffing standards. d. TRADOC manpower guidance, TRADOC program budget guidance, and any local manpower directives. e. Total Army performance evaluation system. See AR 690-400. f. Organization and functions manual. g. Proponent mission, vision statement, or organization priorities.

4-13. Programming timeline and reporting

Table 4-3 identifies institution timeline and report requirements.

Table 4-3
Proponent timeline and report requirements

Who	What	When	Purpose
1. Institution	Identify learning product development workload requirements designated by HQ TRADOC, DCS, G-3/5/7 tasker.	1 May.	For following FY (first budget year).
2. Institution	Identify in the DA-approved workload database as appropriate learning product development workload that cannot be accomplished with given resources for the upcoming FY.	1 August.	For following FY.
3. Product/PMs	Provide current year unresourced learning product development workload report to HQ TRADOC, DCS, G-8 for approval as required.	14 October.	Current FY (execution year)

Table 4-3**Proponent timeline and report requirements, continued**

Who	What	When	Purpose
4. TRADOC, CAC	Develop consolidated workload report by product and by school for HQ TRADOC, DCS, G-3/5/7 approval.	1 November.	Current FY (execution year).
5. Institution	Identify in the DA-approved workload database, as appropriate, summation of learning product development work completed during last FY.	15 October.	Last FY.
6. TRADOC, CAC	Provide consolidated report of all program information concerning workload completions by product and by school to HQ TRADOC, DCS, G-3/5/7, as required.	15 November.	(prior year).
7. As requested	Ad hoc reports	As requested.	As requested.

Chapter 5

Requirements for Army Learning Products

5-1. Purpose

Requirements listed in this chapter are mandatory for all new or revised Army learning products. Institutions are responsible for ensuring all learning products they develop meet the requirements outlined in this chapter.

5-2. When to make immediate learning product revisions

a. A course is obsolete or outdated when it is no longer current and relevant. Institutions must conduct periodic course reviews and revise outdated courses. Learning product revisions are immediately mandatory when task performance threatens survivability, mission accomplishment, or when a major environmental or safety impact is identified.

b. Proponent schools must conduct a complete IMT POI review of AIT/BOLC-B/Warrant Officer Basic Course (WOBC) every 3 years for synchronization and compliance with requirements in TR 350-6 and TR 350-36. Results of reviews must be submitted directly to IMT-CoE (ATTN: ATCG-MTO) for DCG, IMT review and approval.

c. Critical operational lessons learned approved by the commander/commandant (or their designated representative) are authorized for immediate implementation using the most expedient method.

d. To ensure content validity and minimize training and education risk, any learning products on critical operational lessons learned not produced by the proponent must be sent to the proponent for immediate vetting and development of approved learning products.

e. For all critical operational lessons learned, proponents must immediately assess the validity and begin the ADDIE process for product development or oversight. Proponents are responsible for approving or disapproving learning products developed for critical operational lessons learned.

5-3. Army learning product development requirements

a. Analyze, design, develop, implement, and evaluate Army learning products using current, relevant, emerging, and approved Army doctrine.

b. Produce AA and RC equivalent products unless TRADOC, DCS, G-3/5/7, RCTID, in coordination with USARC and NGB, grants and approves the exception.

c. Include USARC/NGB-designated SMEs during all ADDIE phases, including the CTSSB, final validation, and evaluation. RC collaboration and participation must be timely to prevent rework and to ensure product completion without unnecessary delay.

d. Design products as an integrated whole within the career-long learning continuum to prevent disjointed learning.

- e. Use the CAC-approved automated development system and tools for their required purposes, including learning product tracking and management.
- f. Write content for the appropriate reading level for the learning product target audience IAW TR 25-30.
- g. Maintain security of all assessment items and scenarios as required.
- h. Check the Army Publishing Directorate (APD) list of electronic DA-level publications (<http://www.apd.army.mil/>) to verify the currency of references.

5-4. Product classification requirements

- a. Security classification markings alert personnel to the sensitivity of information contained in Army learning products. Classified military information (CMI) indicates that an original classification authority has determined learning products to be so sensitive that national security requires a special designation assigned to them.
- b. Apply the appropriate classification markings to all Army learning product components, as applicable. Table 5-1, below, lists the three security classifications for CMI. Table 5-2 further explains the types of unclassified information.

Table 5-1
Classified military information security classifications and releasability standards

Security classification	Description/releasability
1. Confidential	May be released prior to a commitment when its release is necessary to aid a foreign government in a decision making process, and/or through international programs.
2. Secret	Usually not released until the submission and acceptance of a letter of offer. <i>Note:</i> An exception is the release of information IAW an approved international agreement, that is, the technical cooperation program, memorandum of understanding (MOU), and data exchange annex.
3. Top Secret	Requires approval of HQDA, G-2/G-3. Generally, requires a specific delegation of disclosure authority letter. May require exceptions to the national disclosure policy.

Table 5-2
Types of unclassified information

Subcategory	Description/releasability
1. Controlled unclassified information (CUI)	Information of such sensitivity as to warrant a degree of control over its use and dissemination. See AR 380-10 for more information.
2. Public domain information	Information deemed to be actually or potentially in the public domain and suitable for release to the public (to include not only citizens of the U.S. and immigrant aliens, but also citizens of all foreign countries acting in a private capacity).
3. For official use only (FOUO)	Information that is exempt from mandatory release to the public under the Freedom of Information Act (FOIA). See AR 25-55, chapter 4 for more information on FOUO.
4. Law enforcement sensitive	Law enforcement sensitive information is specifically identified as a form of controlled unclassified information in AR 380-10.

c. Classify Army learning products IAW AR 25-55, AR 380-5, and DA Pamphlet (DA Pam) 25-40.

d. Coordinate with the installation foreign disclosure office (FDO) to:

(1) Ensure clear and correct stamping of all applicable classification markings and disclosure requirements on each Army learning product containing CMI or CUI.

(a) Verify that technical information related to research, development, engineering, testing, evaluation, production, operation, maintenance, or employment of military equipment systems—including dissemination outside the U.S. Government—is subject to export controls.

(b) Have all public domain information reviewed by an Army public affairs officer prior to public release. The U.S. Army Public Affairs Office (PAO) is the proponent for the disclosure of the Army's public domain information.

(2) Comply with rules related to the release of CUI and public domain information. The appearance of information from any source does not necessarily imply that a public affairs officer has certified it as public domain.

Note: Some CUI is subject to the Privacy Act of 1974, or is otherwise exempt from mandatory disclosure outside the U.S. Government. This information usually is marked "FOR OFFICIAL USE ONLY (FOUO)."

e. Maintain an audit trail of all source data; that is, page, document title and number, date of document, and originating source with office contact information (official mailing address, telephone, and e-mail).

5-5. FD requirements

a. Documents require both a classification decision and a foreign disclosure decision. Foreign disclosure markings alert personnel to the sensitivity of information contained in Army learning products. Foreign disclosure restriction statements determine the releasability of the information to military students from foreign countries.

b. Developers of Army learning products, in coordination with the local FDO, must review all course materials and learning products containing CMI or CUI to ensure it shows the appropriate classification and FD restriction statements. This process normally begins during the design phase of the ADDIE process.

c. There are three categories of information: CMI, CUI, and public domain information.

d. It is the policy of the United States to avoid creating false impressions on its readiness to make available classified military material, technology, or information. Initial planning with foreign governments concerning learning products which might involve the eventual disclosure of classified information may occur only with the explicit understanding and acknowledgement that no U.S. commitment to furnish such classified information or material is intended or implied until the United States approves the disclosure. U.S. Army personnel involved in teaching international students must refrain from any commitment to furnish specific CMI or CUI until the designated disclosure authorities approve the disclosure.

e. Disclosure must be limited to information necessary to accomplish learning objectives. Modes of disclosure may be oral, visual, or documentary. An IMS may be asked to return reference materials upon completion of the course.

f. Unclassified Army learning products are considered controlled unclassified information and require approval from the institution prior to release. The appropriate PAO must review and approve all Army information prior to its release to the public.

g. All personnel involved in the production, implementation, distribution and/or maintenance of Army learning products must protect against the non-approved disclosure of CMI and CUI contained within any learning product.

h. FD requirements require developers to:

(1) Forward all Army learning products (including components) containing CMI or CUI to the installation's FDO for determination of the appropriate restriction statement, approval, or denial.

(2) Apply appropriate FD restriction statements (see below) on the cover of every Army learning product (and component) that contains CMI and CUI. There must be one FD restriction statement for the learning product as a whole, one for each lesson, and one for each document used as a resource for the learning product. For more information on restriction statements, refer to AR 380-5 and DA Pam 25-40.

(a) One of the applicable FD restriction statements shown in figure 5-1 must appear on the cover of every TSP that contains CMI or CUI and is used for teaching any foreign student. The statement is required exactly as written, to include the statement number.

FD1. The materials contained in this course have been reviewed by the course developers in coordination with the (installation/activity name) foreign disclosure authority. This course is releasable to students from all requesting foreign countries without restrictions.

FD2. The materials contained in this course have been reviewed by the course developers in coordination with the (installation/activity name) foreign disclosure authority. This course is releasable to military students from foreign countries on a case-by-case basis. Foreign countries desiring to place students in this course must meet one or more of the following criteria: (1) Own (a specific piece of equipment); (2) Have a signed Letter of Intent (LOI); (3) Have waiver from HQDA; (4) Have U.S. Government (USG) release for training; (5) etc.

FD3. The materials contained in this course have been reviewed by the course developers in coordination with the (installation/activity name) foreign disclosure authority. This course is *NOT* releasable to students from foreign countries.

FD4. The materials contained in this course have been reviewed by the course developers in coordination with the (installation/activity name) foreign disclosure authority. Some component(s) of this course is(are) *NOT* releasable to students from foreign countries. See each training/TATS course TSP subcomponent/product for applicable FD restriction statement.

Figure 5-1. FD restriction statements FD1, FD2, FD4, and FD4

(b) One of the FD numbers and restriction statements in figure 5-2 should appear on the cover of any TSP subcomponent (for example, lesson plan, POI, course management materials, and so forth.); stand-alone learning product; and literature containing CUI or CMI information. These restriction statements are in addition to the distribution statements on Army-wide ADTLP publications.

FD5. This product/publication has been reviewed by the product developers in coordination with the (installation/activity name) foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

FD6. This product/publication has been reviewed by the product developers in coordination with the (installation/activity name) foreign disclosure authority. This product is releasable to students from foreign countries on a case-by-case basis.

FD7. This product/publication has been reviewed by the product developers in coordination with the (installation/activity name) foreign disclosure authority. This product is *NOT* releasable to students from foreign countries.

Figure 5-2. FD restriction statements FD5, FD6, and FD7

(3) Maintain an audit trail of all source data.

(4) Ensure:

(a) Individuals designing Army learning products comply with AR 380-5 and AR 380-10. DA Pam 25-40 states that all new and revised technical, equipment, doctrinal, and learning publications must contain statements specifying their availability for release and dissemination. These statements facilitate control, distribution, and release of these documents without repeatedly referring questions to the originating activity.

(b) International students receive access only to releasable Army learning products for the courses/events they are attending. This restriction extends to automated databases and products.

(c) All Army learning products containing CMI must be equally releasable to all international students enrolled in the same course.

(d) Coordination of approval for data disclosure from a CUI document if it contains data for which another command or agency is the proponent.

(5) Determine disclosure applicability to a specific country before placing the learning course/event on the military articles and services list, or otherwise indicate it as available for foreign attendance.

5-6. Copyrighted material requirements

a. A copyright is a legal right that exists in a work of creative expression such as text, drawings, photographs, graphic designs, architectural plans, motion pictures of every kind or technique, music, and sound recordings. The copyright exists at the moment a work is created and fixed in any medium capable of perceiving, reproducing, or communicating the work. A copyright is not the work itself, but the rights accruing to the copyright owner under the U.S. Copyright Act.

b. A copyright owner has the exclusive right to reproduce (make copies of), distribute, perform publicly, display publicly, or make certain modifications to (called a "derivative work") the copyrighted work. In general, unless permitted by a specific exception in the U.S. Copyright Act, none of these actions should be committed without permission of the copyright owner.

c. Department of the Army policy requires respecting the rights of copyright owners. The U.S. Government may be sued, and may be required to pay damages for copyright infringement. Prior to buying or using any work that might be subject to copyright protection, seek the advice of the installation staff judge advocate's office. "Fair Use" determinations regarding copyrighted material must only be made by an attorney.

d. For additional information on copyright and using social media, review the material at <http://www.copyright.gov> and <http://creativecommons.org/>.

5-7. Safety and composite risk management (CRM) in Army learning environments

a. CRM is the decision-making process for identifying and assessing hazards, and developing and implementing risk mitigation actions to control risk across the full spectrum of Army missions, functions, operations, and activities (see FM 5-19). Institutions must manage risks without degrading essential learning requirements. Rigorous, realistic learning exercises, implemented under stressful conditions are critical to preparing our Soldiers to fight and win in FSO.

b. CRM is a vital component of the ADDIE process. CRM balances benefits against potential losses and provides the tools to accomplish realistic exercises while preserving the scarce resources of personnel, time, and equipment. The purpose is not to restrict, but to enhance realism and increase flexibility.

c. The branch safety director is responsible to ensure personnel associated with the ADDIE process are taught CRM on an annual basis.

d. Figure 5-3 lists Army learning product safety requirements.

1. Comply with all federal, state, and local laws, regulations, and restrictions.
2. Adhere to all CRM and safety standards IAW FM 5-19 and TR 385-2.
3. Identify: <ul style="list-style-type: none"> a. All hazards associated with courses/events. b. All risks associated with courses/events. c. The residual risk associated with the application of the Army learning product. d. Each significant hazard, during task analysis, at the task step level.
4. Assess risk elements, express their possible effects, and assign a risk level.
5. Compare risks against Army learning benefits. <ul style="list-style-type: none"> a. Mitigate risk to personnel and equipment and consider alternative programs that can safely accomplish learning requirements. b. Conserve and preserve resources.
6. Implement controls to eliminate or reduce the risks and hazards involved in relation to learning benefits. Review historical lessons learned, or accidents pertaining to similar training, to help in determining the risk or how to mitigate it.
7. Apply safety, risk, and protection statements; cautions, notes, and warnings.
8. Coordinate and review all safety and risk management issues with the branch safety manager.
9. Emphasize safety and environmental protection by recognizing unsafe behavior and attitudes; making risk decisions; counseling individuals; and developing counter-measures to control, minimize, and eliminate hazards during courses/events.
10. Ensure: <ul style="list-style-type: none"> a. All centers/schools meet TRADOC safety and occupational health program evaluation criteria IAW TP 385-2 and TR 350-29; applicable Code of Federal Regulations, statutes, and laws; DoD instructions (DoDIs) and DoD directives (DoDDs); and ARs. b. All instructors/facilitators, staff, and students adhere to the intent of the CRM, with the understanding that CRM is a dynamic process.

Figure 5-3. Army learning safety requirements

<p>11. Submit requests for risk assessment rating approval for all Army learning products using the following guidance:</p> <ul style="list-style-type: none"> a. Extremely high-risk assessments require approval by, HQ TRADOC, DCS, G-3/5/7. Send the request through the chain of command to the senior military commander of general officer grade. <ul style="list-style-type: none"> (1) Upon approval, a copy of the acceptance letter will be forwarded through the TRADOC Safety Office to Commander, TRADOC, (ATCS-S), Fort Eustis, Virginia 23604-5700; e-mail: monr.atcs-s@conus.Army.mil. (2) Correspondence must include a risk assessment, supporting documentation, the senior military commander's position on risk acceptability, and the rationale or need for the acceptance of an extremely high residual risk. b. High-risk assessments must be staffed with the branch safety office and require approval by the Army learning institution commander/commandant or their designated representative. c. Moderate risk assessments require approval by the delegated approval authority of the institution commander/commandant or their representative. They may delegate the authority, in writing, to lieutenant colonels or equivalent and command sergeants major serving at NCOAs or Command Sergeants Major Academy commandants. d. Low risk assessments require approval, in writing, by the delegated approval authority of the senior military commander/commandant or their designated representative. Course chiefs may be designated approvers for low risk assessments. e. Disagreements among the raters and reviewers concerning risk assessment level assignments require documentation and submission with the ratings to the approving authority for final decision.
<p>12. Supervise, evaluate, and enforce identified standards and controls. Review and revise all risk management information associated with or contained in TSPs, lesson plans, or any other Army learning products when conditions change, or annually as necessary. Standards and controls require continuous monitoring and revision on a regular basis.</p>

Figure 5-3. Army learning safety requirements, continued

- e. See FM 5-19 for more information on the steps of the CRM process.

5-8. Environmental considerations

- a. Environmental protection involves developers and instructors/facilitators working aggressively to avoid or minimize damage to the environment caused by realistic learning courses/events.

(1) Ensure all staff, instructors/facilitators, and students practice environmental protection. Include appropriate environmental protection statements, cautions, notes, and warnings on all Army learning products. See figure 5-3 for Army learning product safety requirements.

(2) Synchronize efforts with capability and materiel developers to coordinate ranges and other learning environments (to include training sites) for instruction on new systems to preclude any costly adjustments later.

- b. All AA and RC personnel must preserve and protect the environment in which they teach and operate. This provides:

- (1) Reduced teaching costs.

(2) Increased goodwill with the American public, particularly those neighboring the installation.

(3) Increased sustainability of our limited learning environments and resources.

Chapter 6

Army Learning Product Development Requirements

Section I

Manager Responsibilities

6-1. Institution manager responsibilities

Management functions occur at all levels of leadership. Army learning management assignments include, but are not limited to, higher HQ governance, school commander/commandants, directors of learning, course managers, and POI managers. Managers at all levels must have an understanding of the ADDIE process and the components of the Army Learning Policy and Systems. Not performing critical steps such as needs analysis and allowing product development without proper review and approval are major causes of development inefficiencies.

6-2. Mandated training management

a. Enforcement of mandatory training processes is crucial in order to establish and maintain a "cut line" of what can fit into courses without growth, and to eliminate confusion from multiple sources mandating requirements. Institutions must adhere to the following for mandatory training:

b. AR 350-1, appendix G, produces the most current list of mandatory training from Congressional, Defense, and DA sources. Command-directed mandates may originate from HQ TRADOC, DCG, or commanders/commandants, relative to specific types of Army learning.

c. HQ TRADOC is the point of contact for mandatory training implementation, per AR 350-1, to manage the process, control growth, and facilitate proper communication between ACOMs, institutions, and Department of Army.

d. All institutions must follow the established processes for development of mandated learning products. HQ TRADOC G-3/5/7, EA(s), and centers/schools must follow established guidelines for review, modification, and insertion of mandatory subjects into Army learning programs. See AR 350-1, appendix G, for more specific guidance.

6-3. Common core curriculum management

a. Specific courses, grade/skill levels, or organizational levels, regardless of MOS or career fields (for example, Captain's Career Course) that use a common core curriculum conduct their own critical task/topic selection board and derive their critical common task/topic list from those housed in the CAC-approved automated development system. Once the board has made its decision, and after ACOM approval, managers must ensure CAC has the current list for publishing. There is no single consolidated list; each Education System (IMT, NCOES, Officer Education System (OES), CES) using a common core curriculum determines its own common core requirements, which does not include branch-specific requirements.

b. Managers must ensure their common core curriculum (as applicable) includes:

(1) A list of critical common Soldier, common skill level, and organizational level shared tasks/topics.

(2) A horizontal and vertical matrix of tasks/topics that shows the career-long progression of tasks/topics through each cohort and echelon as appropriate.

c. Commandants must submit any POI revision which involves changes to the BOLC common core or AIT WTBD training to IMT-CoE (ATTN: ATCG-MTO) for DCG, IMT review and approval regardless of resource impacts.

Section II

Instructional Design Strategies and Efficiencies

6-4. Instructional methodology

All instructional methods can be more effective by developing a learner-centric environment. Developers must select the appropriate method of adult learning activities based on desired outcomes. This regulation does not prescribe particular instructional methodologies for a given subject since that determination depends on the learning outcomes, target audience, learning strategy, resources, and design.

6-5. Efficiencies

a. Institutions must ensure developers know how to overlap elements of analysis, design, and development and revise existing products where possible to gain efficiencies.

b. Institutions must conduct formative evaluations throughout the ADDIE process to ensure quality products and prevent wasted resources.

c. Where possible, institutions must use spiral development, an iterative process of continuously improving, updating, and/or expanding existing learning products based on evaluation data and other feedback.

d. Where possible, when trying new methodologies, institutions must use rapid prototyping to produce a smaller scaled version or portion of the learning product and then expand in increments until it reaches full development.

e. Institutions must use dedicated, multidisciplinary development teams working through the ADDIE process together, if possible, to cut months off a development project timeline. Efficient and effective teams typically include an experienced instructional systems specialist, SMEs, RC representatives, and media developers. Other team members vary depending on the course or product.

f. Course and product maintenance are critical to prevent unnecessary development efforts. Revisions can reuse and update existing products to produce required outputs in a much shorter time period than new development. Institutions must ensure revisions to total task inventories, critical task/topic lists, and task/topic analysis data as changes occur.

g. Institutions must ensure use of valid feedback critical to providing relevant, efficient, effective, and current instruction. Feedback is acquired from multiple sources, including but not limited to, CALL, combat training centers (CTCs), conferences, collection and analysis teams (CAATs), reverse-CAATs, unit commanders, Soldiers, Army civilians, course graduate supervisors, practical exercise AARs, surveys, end-of-course critiques, course graduates (at least 6 months postgraduation), and studies. All Army institutions must obtain and apply proponent-validated changes to Army learning products.

6-6. Content requirements for high-end technology solutions

Prior to selecting technology solutions, institutions identify return on investment, impact, and appropriate justification. Technology is appropriate if the content is stable over a long period of time and the learning does not require the use of touch, taste, or smell. Content that requires a high level of equipment practice may require TADSS.

6-7. Increased use of collaborative technologies

Meeting face to face is not always possible, or not possible as often as desired, due to resource constraints, schedule conflicts, and other factors. Collaborative technologies are available to communicate and collaborate at any time. Institutions must become familiar with collaborative technologies in order to communicate effectively with remote experts, team members, and others without expending unnecessary resources during the ADDIE process.

6-8. Use of the CAC-approved automated development system

All developers must use the CAC-approved automated development system throughout the ADDIE process. These systems are part of required resourcing processes, allow for the revision of related information as changes occur, and provide a means of sharing information to reduce redundancy.

6-9. Sharing best practices

Learning institutions must share efficiencies and best practices via appropriate collaborative venues and provide information on location of shared practices and products to HQ TRADOC, DCS, G-3/5/7 for publishing.

Section III

Analysis, Design, Development, Implementation, and Evaluation (ADDIE)

6-10. Introduction to the ADDIE process

Resourcing, developing, and delivering all Army learning products, courses, and events occurs within the general, non-linear, ADDIE phases. New product development may require a more linear process, whereas product revision may be much less linear. Management and evaluation responsibilities are critical during all phases of ADDIE, as depicted in figure 6-1.

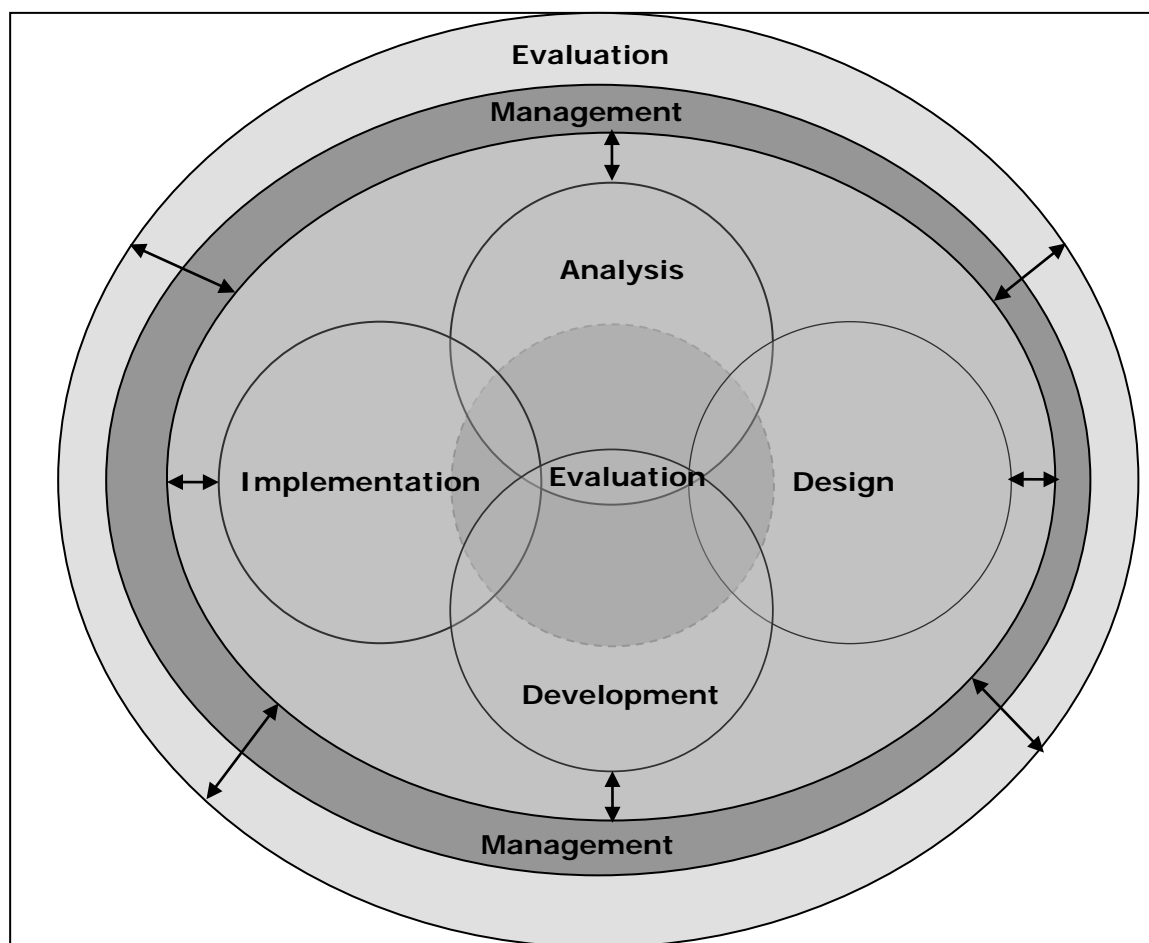


Figure 6-1. The non-linear ADDIE process

6-11. ADDIE phases

While each phase of the ADDIE process builds on the outputs of the preceding phases, the phases are not sequential. A change in any phase requires review and may require adjustments to preceding phases. Minimum essential requirements differ depending on the product, whether it is new or revised. Developers may move in and out of each phase. Continuous formative evaluation of products from each phase, along with approvals, serves to eliminate or reduce wasted effort.

Note: In the ADDIE tables for requirements and outputs for individual learning products educational institutions and/or courses may follow alternate process guidelines for Army education. Applicable institutions and courses are: the U.S. Army War College; all LDE schools including intermediate level education (ILE) and captains career course (CCC); the Sergeants Major Course within the Sergeants Major Academy; graduate level courses; and courses required for civilian certification.

Section IV Analysis

6-12. Analysis introduction and required outputs

Conducting an analysis is mandatory prior to new development or major revisions of courses/events or other Army learning products. Table 6-1 identifies analysis requirements and outputs.

Table 6-1
Analysis requirements and outputs

Analysis requirements	Collective training	Individual learning
1. Needs analysis (all)	a. Needs analysis data. b. Training and education solutions or improvements (as applicable). c. Recommendations for non-training and education solutions (as applicable). d. Learning product development requirements.	
2. Outcomes analysis	Command-approved outcomes statements.	
3. Target audience analysis	Target audience profile	
4. Mission analysis	a. Mission analysis data. b. Unit task list of existing or required collective tasks.	
5. Collective task analysis	a. Collective task analysis data summaries. b. Collective task titles. c. Collective task numbers. d. Drill tasks, titles, and numbers. e. Task reference(s).	Individual tasks needed to support collective training.

Table 6-1
Analysis requirements and outputs, continued

Analysis requirements	Collective training	Individual learning
6. Job (training) and/or topic analysis (education)		<ul style="list-style-type: none"> a. Job analysis survey. b. Total task inventory. c. Individual critical task list for a specific job or duty position (including task titles and task numbers). d. Approved hierarchy of tasks. e. Initial training or education site selection. f. CTSSB documents (including audit trail of all tasks not deemed critical by the board). g. Topic list for a segment of career, as applicable. h. Approved learning hierarchy of topics, as applicable.
7. Individual task analysis		<ul style="list-style-type: none"> a. Individual task analysis data. b. Individual task number. c. Individual task title. d. Collective task links. e. Standard for each task. f. Condition for each task. g. STP requirements. h. Task summary data. i. Individual task-to-job matrix. j. Individual task-to-skills/knowledge matrix.
8. Individual task/ topic management		<ul style="list-style-type: none"> a. Approved branch/MOS task list (including shared tasks and common tasks). b. Comprehensive horizontal and vertical alignment. c. Approved topic list, as applicable.
9. Resource analysis		Resource plan (revise as required throughout).

6-13. Job analysis

A job analysis identifies the individual critical tasks required to successfully accomplish a mission and duties, and/or must be performed to support the completion of a collective task.

a. New. Proponents must conduct a new job analysis when a needs analysis identifies a learning requirement to create a new job, merge or consolidate jobs, or divide a job into two or more jobs. New tasks associated with new materiel systems to include software-enabled tasks must be provided by the associated product/project manager to support the job and task analysis process. The TRADOC Capability Manager (TCM) and the developer must monitor and

identify with the materiel developer's contract deliverables, timelines that support the TRADOC task and job analysis functions that precede learning product development.

b. Revision. Proponents must conduct a job analysis revision when there are major changes in the job and the tasks performed as part of the job.

6-14. Individual critical tasks

When referring to tasks, use one of the five types of individual critical tasks: common Soldier and Army civilian tasks, common skill/organizational level tasks, branch-specific tasks, staff tasks, and shared tasks. Table 6-2 describes each individual critical task type.

Table 6-2
Task types and descriptions

Type	Description
1. Unique (MOS-specific) task	An MOS-specific individual task. Unique task numbers use a proponent code, a three-character MOS identification (ID), and a four-digit number unique to the proponent. <i>Example:</i> 071-11C-1001, where 071 = infantry and 11C = MOS ID.
2. Common Soldier (or common Army civilian) task	An individual task performed by all Soldiers (and Army civilians in selected positions). Common tasks numbers use a proponent code, the three characters "COM," and a four-digit unique number. <i>Example:</i> 071-COM-1001, where 071 = infantry.
3. Shared individual task	An individual task shared between MOS within CMFs (example: 11B and 11C perform the same task). Shared tasks numbers use a proponent code, a "000" and a four-digit unique number. <i>Example:</i> 071-000-1001 071, where 071 = infantry.
4. Skill level/CMF and officer rank task	An individual task performed by: <ul style="list-style-type: none"> a. Every enlisted Soldier in a specific skill level, regardless of MOS or CMF, or b. Every officer in a specific rank, regardless of grade or branch. The skill level is denoted in the CAC-approved automated development system.

Table 6-2
Task types and descriptions, continued

Type	Description
5. Leader task	An individual task performed by leaders from different branches or jobs, or a task shared by different skill levels at the same organizational level (for example, captains and company first sergeants may perform the same tasks). The leader task is designated in the CAC-approved automated development system.
6. Staff task	An individual task performed by a unit staff member. The staff task is designated in the CAC-approved automated development system.

6-15. Critical task and site selection board (CTSSB)

a. Proponents must conduct a face-to-face or virtual CTSSB (with virtual being the preferred, cost-saving method) to develop the list of individual critical tasks/topics, including shared and common tasks, for each branch/MOS. Review of critical task lists must be conducted every 2 or 3 years to ensure that the critical tasks and their links to 21st century Soldier competencies are relevant to the force. A CTSSB is not required to make minor changes to the individual critical task lists.

b. All CTSSBs must have an USARC/NGB-designated voting member if USAR/ARNG Soldiers perform the job.

c. Commandant/commander-approval is required to change an approved critical task list.

d. An individual task analysis is required as a result of collective task development, job analysis, new equipment fielding, or other triggering event. Individual task numbering is shown in figure 6-2.

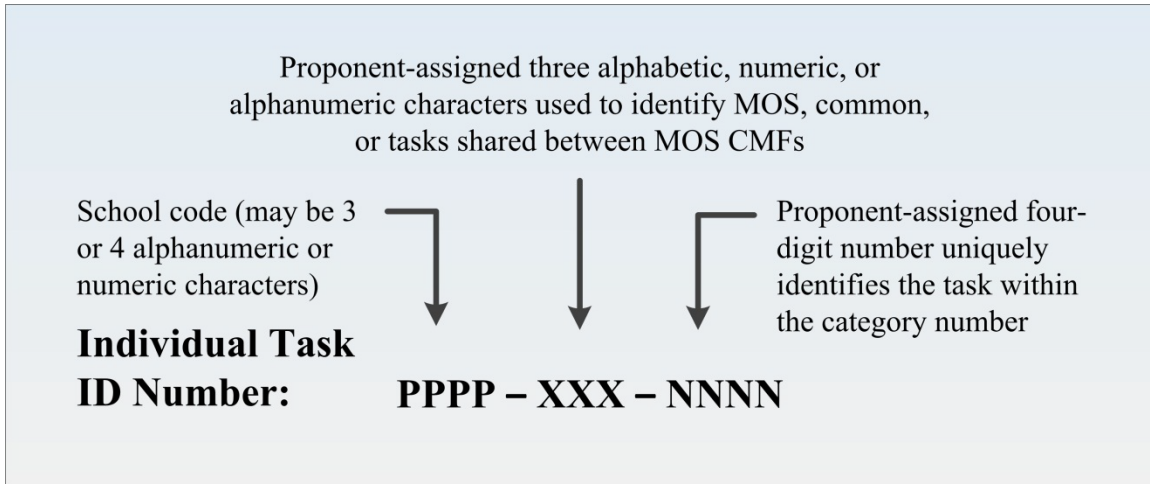


Figure 6-2. Individual task number

e. The individual task analysis team must identify all task components to ensure that the follow-on training is effective, efficient, and economical (see table 6-3).

Table 6-3
Individual task components and descriptions

Component	Requirements
1. Task title	<ul style="list-style-type: none"> a. An individual task title consists of only one appropriate, present tense, action verb and only one object. b. Task title verbs must comply with the approved verb list located in TP 350-70-1. c. The use of conjunctions or "/" must be avoided and the task title must be stated in terms that are directly understood by anyone reading the behavior. d. Do not include parenthetical statements except for the purpose of abbreviation or, in the interim, for the purpose of the identification of multi-echelon tasks.

Table 6-3
Individual task components and descriptions, continued

Component	Requirements
2. Task number	<p>Follows a 4-3-4 character format, pppp-xxx-nnnn, where:</p> <ul style="list-style-type: none"> a. First set: pppp = school code (can be three or four alphanumeric characters). <p><i>Examples:</i> 011, 191, 805B</p> <ul style="list-style-type: none"> b. Second set: xxx = proponent-assigned three-character alphabetic, numeric, or alphanumeric that can be used to identify task categories such as functional area, job, system, and equipment. c. Third set: nnnn = proponent-assigned four-digit number uniquely identifying the task within the category number. d. Do not use task numbers of obsolete tasks for 5 years.
3. Task status	<ul style="list-style-type: none"> a. All individual tasks/topics entered into the CAC-approved automated development system must have a status assigned. b. Status categories include, but are not limited to, the following: proposed, analysis, approved, approved restricted, superseded, and obsolete.
4. Performance standard	<ul style="list-style-type: none"> a. Clear, observable, and measurable standard(s) that provide criteria for evaluating performance relevant to field conditions. b. Must be written in the present tense. c. Needs to include a “trigger” or cue.
5. Performance condition	<ul style="list-style-type: none"> a. Reflects on-the job conditions as closely as possible. b. Tells what starts the performance. c. States the limits or constraints on performance. d. Identifies equipment, materials, tools, job aids, manuals, references, etc. required. e. Identifies safety and environmental considerations.

Table 6-3
Individual task components and descriptions, continued

Component	Requirements
6. Performance steps	<ul style="list-style-type: none"> a. Each step is a single discrete operation, movement, or action. b. Describe the action the task performer takes to perform the performance step. c. Written in appropriate language for task performer. d. Identify safety and environmental factors and considerations associated with the performance step. e. Identify equipment and materials required to perform the performance step. f. Written in present tense. g. Start with a verb. h. Support the task title.
7. Performance measures	<ul style="list-style-type: none"> a. Criteria for measuring performance step(s). b. Written in past tense for the use of an evaluator to assess performance.
8. Supported individual tasks	Provides list of individual tasks that support performance.
9. Supported collective tasks	Provides list of collective tasks that support performance.
10. Army universal task list (AUTL) and universal joint task list (UJTL)-supported tasks	<ul style="list-style-type: none"> a. AUTL and UJTL- supported tasks. b. FM 7-15, AUTL-supported tactical tasks (company and above). c. Chairman of the Joint Chiefs of Staff Manual (CJCSM) 3500.04F, UJTL operational level-supported tasks. d. CJCSM 3500.04F, UJTL strategic level-supported tasks.
11. Certification requirements (as applicable)	<ul style="list-style-type: none"> a. In rare instances, an individual critical task may require the certification of the individual before the individual performs the task independently. b. The task analyst determines if task performance requires specific certification for each analyzed individual critical task.

Section V
Design

6-16. Design introduction and required outputs

If the results of the analysis represent a need for learning, then the design process begins. Design produces the details of when, where, and how learning outcomes will be met. Table 6-4 lists the required design outputs.

Table 6-4
Design requirements and outputs

Design requirements	Collective training	Individual learning
1. Training requirements analysis		a. ITP (as required). b. CAD. c. POI.
2. Preliminary research on topic and/or existing products	(Done during analysis for creating or revising collective tasks.)	Product research report.
3. CATS	a. CATS task selections including task selection name and number, frequency, collective tasks, types of events (including the event elements), and METL/missions. b. CATS prioritized training resource requirements.	
4. Warfighter training support package (WTSP) design	Nine elements of WTSPs and their components needed to support the training event (see TP 350-70-1).	
5. Collective task design	a. Task condition statements. b. Task standard statements.	
6. Drill design	a. Condition statements. b. Standard statements.	
7. Learning design		Design document.

Table 6-4
Design requirements and outputs, continued

Design requirements	Collective training	Individual learning
8. Course design: prerequisites		<ul style="list-style-type: none"> a. Course prerequisites (as required). b. Instructor/facilitator requirements. c. Student requirements.
9. Course design: instructor/ facilitator requirements		Instructor/facilitator certification.
10. Course design: learning objectives		<ul style="list-style-type: none"> a. Terminal and enabling learning objectives: b. Action. c. Conditions. d. Standards. e. Learning level (as applicable). f. Learning domain (as applicable). g. Joint PME area (as applicable).
11. Course design: TATS considerations		<ul style="list-style-type: none"> a. Course numbers for AA and RC. b. Course map for RC. c. Distributed course length for RC.
12. Course design: structuring and sequencing (including TATS requirements)		<ul style="list-style-type: none"> a. Course structuring (phases/modules). b. Course map. c. Skills/knowledge matrix. d. Mandatory or recommended task/topic sequence (as required). e. Course length.

Table 6-4
Design requirements and outputs, continued

Design requirements	Collective training	Individual learning
13. Course design: lesson outline/plan and learning steps and/or activities		<ul style="list-style-type: none"> a. Lesson plan prerequisites (as applicable). b. Steps and/or activities associated with each task/topic and comprehensive performance exercises for each course outcome (as appropriate). c. Method of instruction. d. Media selection (including TADSS as applicable). e. Delivery techniques. f. Time requirements. g. Instructor/facilitator-to-student ratio. h. Selection of existing materials (as necessary). i. Detailed scripts/storyboard designs (as required). j. References. k. Global requirements (foreign disclosure, security, safety, environmental). l. Resource requirements.
14. Design assessment plan		<ul style="list-style-type: none"> a. Individual student assessment plan (ISAP), including grading criteria b. Assessment administration guide (as appropriate). c. Assessment design and sample assessment item for each measurable task/topic. d. Sample comprehensive assessment for each outcome.

Table 6-4
Design requirements and outputs, continued

Design requirements	Collective training	Individual learning
15. Design evaluation plan		a. Evaluation plan. b. Sample data collection tools. c. Methodology. d. Implementation plan. e. Validation plan.

6-17. Design requirements

a. Institutions must:

(1) Provide comments on learning products designed by other institutions, when requested.

(2) Maintain all learning product design documents to ensure accuracy. Request coordination and support, when applicable.

b. Format all learning objectives according to the requirements listed in table 6-5.

Table 6-5
General learning objective writing requirements

Parts	Requirements
1. Action statement	An action statement specifies the student leader competency or performance expected during the course/event. Begin with only one present tense, observable, measurable, and reliable action verb. The verb selected for the action statement must be compatible to the level of complexity of the action described.
2. Condition	Condition statements set parameters or sample parameters. Conditions explain what to provide and what to withhold, and may be modified if necessary. They describe the "condition" under which the objective is taught or measured in the learning environment. The condition includes: environment, safety considerations, resources, and constraints. Conditions reflect job or FSO conditions as closely as possible.
3. Standard	The standard statement provides the criteria used to measure whether students meet the objective at an established baseline. Standards must be measurable, observable, and achievable.

6-18. The Army Training System (TATS) courses

a. TATS courses may include training for enlisted Military Occupational Specialty – Training (MOS-T), ASI, SQI, SI, officer/warrant officer qualification, PME, Army professional development or functional courses. TATS courses may be conducted completely at AA or RC locations, or at a combination of AA and RC locations, if density, length, equipment, security, or other considerations preclude RC schools teaching the course. When configured for RC schools, TATS courses teach only the critical tasks/topics required for qualification. Course length and academic hours may vary due to differences in the length of RC and AA training days or omission of non-critical, redundant and reinforcement tasks for RC-conducted courses. Regardless of configuration, the courses must cover the same critical tasks required for qualification, as determined by the CTSSB. RC participation in TATS course CTSSB is required.

b. MOS-T TATS courses taught at RC schools are extracts from the AIT course, and considered reclassification. Reinforcement, soldierization, and mandated tasks are not taught in the RC-configured version as Soldiers undergoing reclassification received these in their IMT. RC MOS-T TATS courses include only the critical tasks required for MOS qualification as designated by the CTSSB.

c. Army officer/warrant officer qualification (Officer Candidate School/Warrant Officer Candidate School), Army professional development (Warrior Leader Course, Senior Leader Course, Advanced Leader Course, and intermediate level education), and functional TATS courses taught at RC schools are extracted from their respective courses and must include only the critical tasks required for qualification as designated by the CTSSB.

d. RC involvement is critical during all phases of the design or revision of TATS courses and supporting materials. RC involvement streamlines coordination and staffing time and eliminates or reduces revisions for RC. Institutions must:

(1) Coordinate throughout the ADDIE process for SME support, staffing, and concurrence with the USARC and NGB or their designated representatives.

(2) Maintain agency coordination sheets and documentation summarizing resolution or non-resolution of proposed TATS course structure. Forward final course documentation (including copies of coordination results) to HQ TRADOC, DCS, G-3/5/7, TOMA (or AR 350-1 designee, as necessary for non-TRADOC schools).

6-19. TATS course design considerations

The definition of a TATS year for RC training is a 13-month window consisting of a maximum of two ADT periods across 2 fiscal years, with a maximum of 8 weekends of IDT periods available between the two ADTs. Table 6-6 lists the RC duty training maximums. Submit requests for exception to the TATS training year through HQ TRADOC, DCS, G-3/5/7, RCTID for approval.

Note: Reserve Component configured courseware (RC3) is no longer authorized for development.

Table 6-6
USAR/ARNG duty training maximums

Type of training	Requirements
1. Active duty	<ul style="list-style-type: none"> a. May be split into two 14-day periods within a 13-month window to allow multiyear funding. b. Only 12 of the 14 days are available for learning. Days 1 & 14 are for travel. c. Actual training time is generally limited to a maximum of 120 hours (10 hours per day). d. Training time can be increased for training events that extend the training day. Examples include (but are not limited to) night range firing, night land navigation, or 24-hour field training exercises.
2. Inactive duty	Allows the developer to use a maximum of 128 hours (maximum 8 hours in any 1 day x 16 days). This limitation is necessary due to other mandatory unit training, work, and administrative requirements.
3. Combined active and inactive duty	Institutional training year for MOS qualification and NCOES is defined as up to 28 days of active duty training and 16 days of inactive duty training across a 13-month window. NCOES common core and technical training must all fit within the TATS year unless a waiver is granted.
4. DL	Up to 75 hours of asynchronous self-paced DL may be included in the 13-month window.

Section VI

Development

6-20. Development introduction and required outputs

Development is the production phase of ADDIE. Developers take approved design outputs and turn them into completed, approved, validated products including the details required to implement the instruction, assess the students, and evaluate the program. The developer, with USAR and ARNG participation, validates learning products prior to implementation and ensures resources are scheduled for implementation. Instructors/facilitators are taught to implement the products, continuously evaluate effectiveness, and assess learning. The institution command authority approves the final course or product for implementation. Ensure compliance with associated TP 350-70 series publications as applicable via the TRADOC Pamphlets Website: <http://www.tradoc.army.mil/tpubs/pamndx.htm>. Table 6-7 lists the required development outputs.

Table 6-7
Development requirements and outputs

Development requirements	Collective training	Individual training
1. Instructor/facilitator development		a. Instructor/facilitator familiarization. b. Instructor/facilitator formative evaluation report.
2. Learning product development.	Completed products as designed (collective tasks, individual tasks/topics, CATS task selections/events, WTSPs, TSPs, drills, lesson plans, media, supporting course materials, advance sheets, study guides, interactive multimedia instruction (IMI), Army Correspondence Course Program (ACCP), GTAs, TADSS, and approved TRADOC common scenario, as applicable).	
3. Course design: planning document		Course management plan (CMP).
4. Assessment instruments		Assessment instruments and guidance.
5. Formative Evaluation	In-progress review report.	
6. Final evaluation plan		a. Final evaluation plan. b. Evaluation tools and metrics.
7. Validation		a. Validated, approved learning products ready for implementation. b. Verified instructor/facilitator and key personnel readiness. c. Validation report and information on any required changes.
8. Publish	Validated, approved learning products posted on or linked to the CAC-approved automated development system.	

6-21. Training support package (TSP) numbering

The CAC-approved automated development system allows for sufficient alphanumeric characters for proponent TSP numbering systems. The first part (nnnn) consists of the school code of the proponent. The second (a) is a letter assigned by the proponent to identify categories such as functional area, job system or equipment. The third part (nnnn) is a four-digit proponent-assigned number used to uniquely identify the TSP within the category. A hyphen separates each part. Figure 6-3 shows TSP numbering.

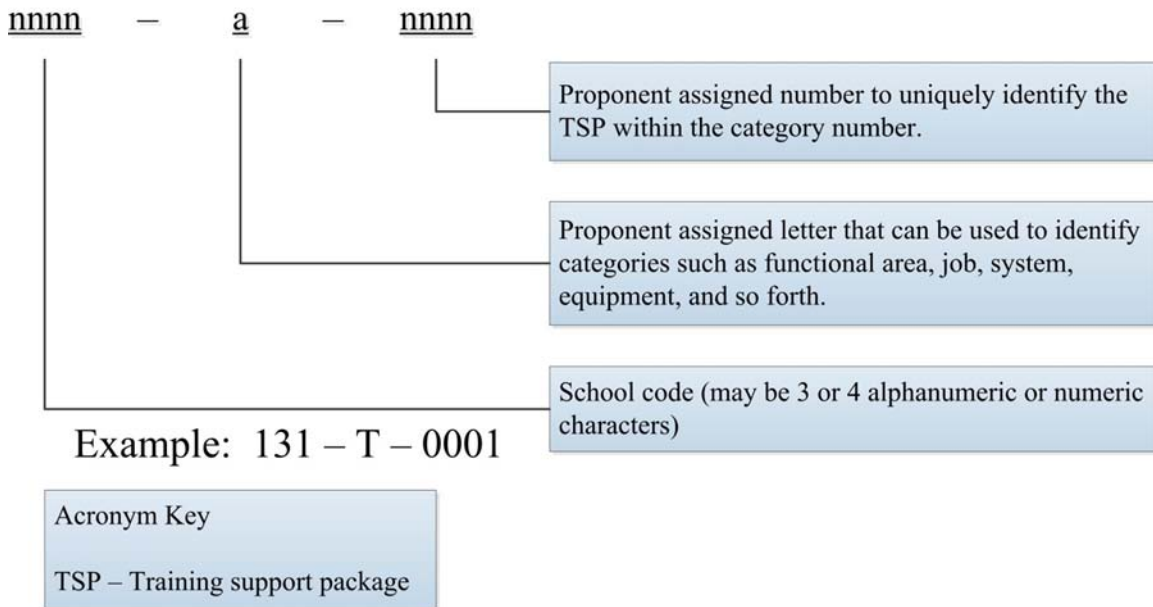


Figure 6-3. TSP numbering

6-22. Distributed learning (DL) development requirements

Reference the Web site for TRADOC administrative publications:

<http://www.tradoc.army.mil/tpubs/> and/or the CAC Web site for current guidelines for DL requirements.

Section VII

Development Requirements for Support of the Operational Domain

6-23. Collective training product development

a. Collective training products (CATS, collective and individual tasks, WTSPs, and drills) are available to the operational Army through the Digital Training Management System (DTMS) and the Army Training Network (ATN). The development phase of ADDIE results in collective training products reaching the state of readiness for implementation and subsequent evaluations. The methods, procedures, and steps for developing collective training products are included in TP 350-70-1. Institutions must:

- (1) Ensure compliance with associated TP 350-70 series publications as applicable.
- (2) Incorporate current and relevant DOTMLPF changes into unit training products.
- (3) Ensure changes in any unit training product reflect systematically throughout all related products.

b. Collective task numbering. The numbering system for all collective tasks must utilize the standard format (PP-EE-NNNN), as shown in figure 6-4. See TP 350-70-16 to identify training and education proponents.

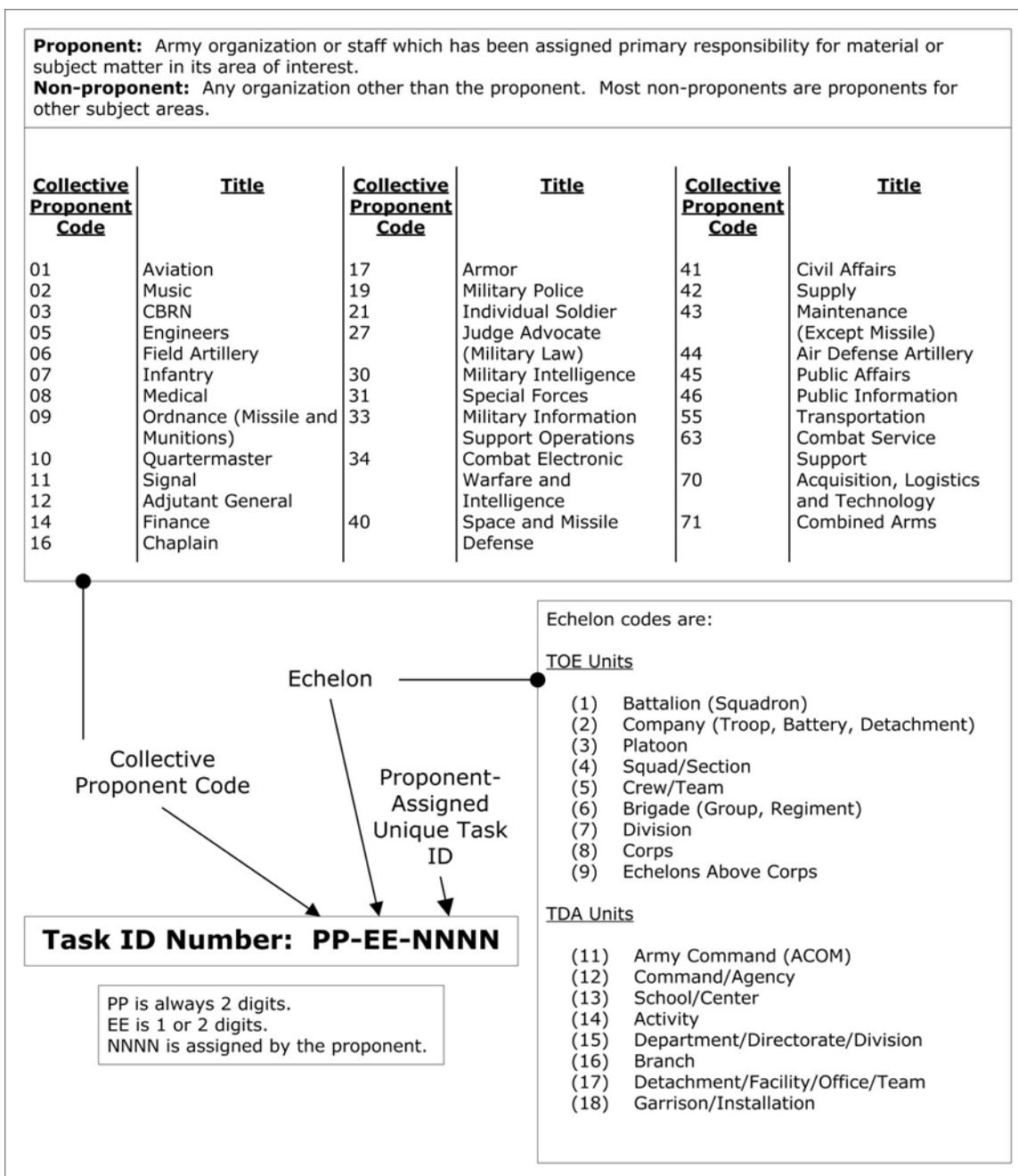


Figure 6-4. Collective task numbering formats

6-24. Validation

a. Institutions must validate all collective training products, including revisions. Validation is the method used to determine if the new or revised products accomplish their intended purpose efficiently and effectively. The training product is validated, not the training site.

b. USARC and NGB-designated SMEs participate in validation with the institution and forward unresolved validation issues regarding collective training products CAC-T, Collective

Training Directorate (CTD), and RCTID. Institutions must coordinate and resolve discrepancies with all concerned parties/audiences prior to full implementation.

Section VIII

Implementation

6-25. Implementation introduction and required outputs

Implementation is the conduct and delivery of the course/event IAW how it was designed. Table 6-8 identifies the required implementation processes and outputs. Implementation applies to the operational, institutional, and self-development domains. Implementation includes student assessment to measure achievement of standards and course outcomes. Implementation of learning products must also include program or course evaluation for continuous improvement of course/event conduct and learning.

Table 6-8
Implementation requirements and outputs

Implementation requirements	Collective training	Individual training
Instructor/facilitator material preparation		a. Instructor/facilitator-prepared materials. b. Instructor/facilitator preparation.
Course preparation		Final coordination checks.
Formative evaluation		a. Formative evaluation report. b. Instructor/facilitator feedback.
ISAP		Completed student assessments.
Training product automation	Publish all collective training products in DTMS.	

6-26. Core implementation requirements

Operational, institutional, and self-development domains each have unique requirements for implementation. Core requirements for learning institutions are to:

- a. Comply with applicable laws and regulations.
- b. Comply with safety and environmental protection rules, regulations, laws, and course requirements.
- c. Ensure proper maintenance of required facilities, material, equipment, and systems.

- d. Obtain required reference materials and ensure currency of doctrine presented in instruction.
- e. Teach instructors/facilitators to implement and manage the course/event.
- f. Ensure implementation is based on approved analysis, design, and development outputs.
- g. Assess instructor/facilitator delivery methods and development of student attributes associated with 21st century Soldier competencies.
- h. Continuously collect evaluation data per the evaluation plan developed in previous phases and provide appropriate feedback to the institution.
- i. Maintain student records.
- j. Consider time required for instructors/facilitators to conduct research and prepare materials.

6-27. Instructor/facilitator requirements

Instructor/facilitator knowledge and performance determine the quality of instruction. Table 6-9 lists instructor/facilitator requirements.

Table 6-9
Instructor/facilitator requirements

Requirements	Actions
1. Ensure/maintain professional subject matter proficiency	Maintain technical and tactical content expertise.
2. Conduct preparation	<ul style="list-style-type: none"> a. Prepare the learning environment. b. Thoroughly study and be well versed in the material, including the course outcomes/goals and standards that will be met prior to implementation. c. Make pen and ink changes to materials to customize and consciously integrate opportunities to develop attributes such as accountability, initiative, confidence, critical and creative thinking, and problem solving. d. Consider the impact of all interactions with students during activities to ensure a collaborative and positive learning environment. e. Establish an environment where students are comfortable asking questions to increase learning proficiency.

Table 6-9
Instructor/facilitator requirements, continued

Requirements	Actions
3. Perform administrative requirements	<ul style="list-style-type: none"> a. Schedule personnel and students. b. Explain the graduation criteria and requirements to the students prior to start of instruction. c. Issue end-of-course critiques to students. d. Disenroll students who fail assessments after the number of assess/reinstruct/reassess cycles established for the given content. The number of allowable cycles is variable, based on method of instruction. Institutions must follow student dismissal policy and procedures as outlined in AR 350-1, paragraphs 3-14 and 7-14.
4. Manage learning environment	<ul style="list-style-type: none"> a. Address safety issues immediately. b. Ensure students comply with safety and environmental protection rules, regulations, laws, and course requirements. c. Manage the learning environment to ensure it is conducive to student learning.
5. Use required technologies.	Employ automated scheduling, learning management systems, and instructional technology as required.
6. Ensure learning standards are met.	Ensure standards are met and assessed during the course of instruction.
7. Develop attributes.	<ul style="list-style-type: none"> a. Provide opportunities for students to take initiative. b. Provide operational context and ask students "why" to cause thinking beyond immediate learning objectives. c. Provide opportunities to engage in problem solving activities in the learning environment. d. Create active learning in creative ways such as group competition to develop accountability. e. Focus on teaching the fundamentals.
8. Adhere to adult learning principles and promote active learning.	<ul style="list-style-type: none"> a. Support and guide the learning process. b. Foster, motivate, and facilitate active learning. c. Use learning products effectively for active learning.
9. Record keeping.	<ul style="list-style-type: none"> a. Maintain a learning implementation audit trail. b. Maintain course records.

Table 6-9
Instructor/facilitator requirements, continued

Requirements	Actions
10. Student assessment.	<ul style="list-style-type: none"> a. Provide continuous feedback to students in reference to their leader competency and performance. Feedback must be provided that is appropriate to the situation and enhances the transfer of learning, to include assessment of overarching problem-solving skills. b. Remain alert to students having difficulty and intercede as appropriate. This does not mean providing solutions during problem-solving activities as soon as students begin to struggle. In fact, for topic learning, there may not be a "schoolhouse solution." c. Routinely conduct classroom assessment techniques when conducting courses/events. d. Follow the assessment control measures set in place for the learning product.
11. Counseling.	Counsel students IAW FM 6-22, appendix B.
12. Evaluation.	<ul style="list-style-type: none"> a. Continuously evaluate course effectiveness and efficiency. b. Provide feedback to the institution as appropriate. c. Conduct AARs at the end of every learning block/module to document potential improvements of learning products.

6-28. Individual student assessment plan (ISAP) requirements

Instructors/facilitators must:

- a. Present the ISAP (previously called the student evaluation plan) to students at the start of the course. For DL courses, provide a copy to each student as part of the course/phase introduction.
- b. Provide assessment materials directly to appropriate non-proponent center/school course managers.
- c. Ensure the conduct of all assessments is IAW the instructions in the assessment administration guide or ISAP.

Section IX

Evaluation

6-29. Evaluation introduction and required outputs

- a. Evaluation is the quality control mechanism for learning and learning product development. It is a systematic and continuous method to appraise the quality, efficiency, and

effectiveness of a program, process, procedure, or product. It provides the mechanism for decision-makers to ensure quality. All institutions must conduct evaluations on a continual basis IAW DA and TRADOC policy and guidance.

b. Evaluation is the responsibility of everyone. Institution managers must ensure their learning program meets the requirements of the Army Campaign of Learning and the commander/commandant-approved learning outcomes. Summative or program evaluation must demonstrate the institution is meeting defined learning outcomes. Results determine need for improvement, modification, replacement, or elimination of a learning program, process, instructional material, or other supporting products. Table 6-10 lists required evaluation outputs.

Table 6-10
Evaluation requirements and outputs

Evaluation requirements	Collective training	Individual learning
Evaluation plan	Evaluation plan.	a. Evaluation plan. b. Student responsibilities. c. Graduation criteria. d. Assessment strategy.
Formative evaluation	Formative evaluation reports from each ADDIE phase.	Formative evaluation reports from each ADDIE phase.
Summative (or program) evaluation	AARs, OIL.	a. Program evaluation plan. b. Program evaluation report.

6-30. Institutional core evaluation requirements

a. Institutional evaluation must take into consideration the design and development of learning products, where appropriate, IAW TP 525-8-2, including adult learning techniques and methods of instruction.

b. At a minimum, institutions must consider examination of the following areas during evaluation:

- (1) Safety in courses/events.
- (2) Student learning.
- (3) Validity of all learning products and materials.

(4) Horizontal and vertical integration of learning products within and across education systems.

(5) Progressive and sequential training and education.

(6) Quality and fidelity of the task/topic learning objective standards.

(7) Currency of learning products.

(8) Effectiveness at building student confidence, adaptability, initiative, problem solving, analysis, and critical/creative thinking.

(9) Use of directed automation systems.

(10) Learning resource identification and use.

(11) Compliance with command training guidance.

(12) Compliance with copyright and intellectual property laws and Army regulations.

(13) Compliance with environmental protection laws, regulations, and policy.

c. Institutions must verify that implementation of learning programs, processes, and guidance:

(1) Is IAW laws and regulations.

(2) Contributes to the achievement of required outcomes and enhances the transfer of learning.

d. Institutions must verify that learning products reflect current and emerging doctrine.

e. Institutions must provide the opportunity for all students to voluntarily complete and submit an anonymous end-of-course critique/survey that covers both resident and non-resident courses/events.

6-31. Collective evaluation requirements

a. Ensure the execution of collective training product evaluation meets the needs of the operational force.

b. See TP 350-70-1 for more information on operational domain training products.

6-32. Evaluation of student assessments

Institutions must create and use a system to assess student learning. The institution must be able to show how the data that results from these assessment instruments improve learning products in the ongoing phases of the ADDIE process. Student assessments must include:

a. Verification of an ISAP for each course and full compliance with that document.

- b. Verification of assessment administration using command-prescribed guides.
- c. Verification that the center/school determines if students perform the learning objectives to prescribed standards.
- d. Verification that assessment instruments are valid, reliable, comprehensive, free of bias, and do not measure unimportant details.

Chapter 7

Staff and Faculty Development Program (SFDP)

Section I

SFDP Introduction

7-1. SFDP requirements

a. CAC-T, ATSC, Staff and Faculty Development Office (SFDO) is the proponent of the SFDP. The purpose of the SFDO is to ensure that all individuals involved in the conduct and development of learning products and procedures receive the competencies and skills required to successfully perform their jobs and remain relevant through the SFCT or customized programs that satisfy the same requirements.

b. As the program proponent for SFDP, with the exception of Accountable Instructional Systems (AIS)-exempted institutions and courses, the CAC-T, ATSC SFDO supports all TRADOC institutions as well as non-TRADOC Army institutions for faculty, academic staff, administrators, instructors/facilitators, writers/developers, and support personnel including training and education technicians and assistants. To accomplish the goal of the SFDP, the SFDO's mission is to:

(1) Serve as proponent for SFCT and developing TRADOC requirements for S&F organizations and training.

(2) Develop proponent instructor/facilitator and developer certification policy and guidance.

(3) Integrate TP 525-8-2 instructional and developmental strategies into SFCT courses and ensure they incorporate 21st century Soldier competencies.

(4) Support S&F course implementation, professional development, and continuous advancement of adult learning methods.

c. The SFDO ensures that personnel involved in S&F functions have the capability to perform their jobs. SFDP courses must provide professional development in the following areas:

(1) Required ADDIE processes.

(2) Methods and techniques for facilitation and delivery of instruction.

(3) Improving S&F performance.

(4) Conducting S&F certification.

(5) Managing training and education.

d. SFDP target outcomes are:

- (1) Personnel certified to instruct/facilitate SFCT.
- (2) Instructors/facilitators proficient in delivery techniques, facilitation, and implementation procedures that apply to various methods of instruction, facilitation, and delivery techniques.
- (3) Developers and writers who can produce relevant, effective, and efficient learning products.
- (4) Managers who can effectively organize and apply resources during production to support performance requirements during the ADDIE process.
- (5) Personnel who possess the skills to use the CAC-approved automated development system to support the ADDIE process, manage student data, and review and validate resource requirements for courses.
- (6) Personnel proficient in combat, training, and doctrine development processes.

Note: AIS functions as an academic college systematic approach to curriculum development and assessment. It applies only to institutions and courses excepted for its use. The proponent for AIS and associated courses is CAC-LDE.

7-2. SFDP and college credit

The SFDP is the channel between HQ DA, TRADOC institutions, and the American Council of Education (ACE) for college credit recommendations for SFCT professional development activities and courses. TRADOC institution S&F elements desiring to receive ACE credit for their locally developed courses must obtain approval from the SFDO to develop any staff and faculty local training (SFLT) courses.

Section II

The Three Major Components of the SFDP

7-3. SFDP components

SFD refers to the process which the total workforce (Soldiers and Army civilians) uses to develop and sustain adaptable Soldiers and Army civilians with the cognitive, interpersonal, and cultural skills necessary to perform their jobs and remain relevant. The SFDP consists of three major components listed in paragraphs below.

7-4. Staff and Faculty Common Training (SFCT) and Staff and Faculty Local Training (SFLT) courses

- a. SFCT is a series of requirements developed by SFDO that provide critical, common, baseline skills in the conduct, development, and management of training and education. SFCT courses are conducted by a certified instructor/facilitator assigned to S&F elements within the TRADOC and non-TRADOC institutions. CAC-T, ATSC must conduct SFCT courses via blended learning environments using a learner-centric approach and 21st century emerging technologies. SFCT content may be customized based on the SFDO course; however, the learning outcomes must remain the same.

b. SFLT Activities and courses complement the SFCT and are designed by a learning institution other than SFDO to support specific requirements of their S&F missions. SFLT courses must not conflict with SFCT course content.

c. The entire staff and faculty local curriculum (SFLC) must maintain the base content represented in SFCT along with SFLT courses. Major deviations from the SFCT must be provided to SFDO for review and sharing of best practices.

7-5. Course and course content development and policy standardization

a. The CAC-T, ATSC SFDO provides program oversight for the development and conduct of SFCT courses.

b. S&F offices at TRADOC and non-TRADOC institutions must develop their own SFLC local policies and procedures governing course conduct and content according to SFDO established policy and procedures.

7-6. SFDP training and education level requirements

a. Commanders/commandants, task proponents, ATCs, and CoEs not excepted to use the AIS process must:

(1) Establish, staff, and maintain a staff and faculty branch (SFB) or functional equivalent to conduct SFCT courses required for initial skill development and skill sustainment for all SFB personnel.

(2) Develop local SFB policies and procedures to support policy in this regulation.

(3) Provide school personnel to serve as SMEs, developers, instructors/facilitators, and writers to collaborate on the development and validation of SFCT course content and components.

(4) Support SFCT requirements using courses based on the CAC-T, ATSC SFDO course components.

(5) Ensure S&F personnel are provided opportunities to attend any specialized training and education required prior to or immediately after assuming a new duty position.

(6) Approve POIs for all locally customized SFCT courses.

(7) Ensure instructors/facilitators are fully certified before conducting courses.

(8) Cancel or postpone the delivery of SFCT courses at least 72 hours before the scheduled time when certified SFD instructors/facilitators are not available.

(9) Conduct periodic and comprehensive instructor/facilitator and developer evaluations and establish remedial programs, as needed.

(10) Ensure S&F course design and development requirements are entered into the CAC-approved automated development system.

(11) Ensure all TRADOC SFCT courses are uploaded and reside in ATRRS to ensure maintenance of a permanent record of student achievement.

b. Commanders/commandants, task proponents, Army training centers, and CoEs must establish:

(1) A chain of command to certify instructors/facilitators.

(2) Availability of a certification board familiar with roles, responsibilities, and procedures.

(3) Course-specific instructor/facilitator and developer/writer certification requirements for each proponent course.

(4) Instructor/facilitator recertification requirements for those personnel who have not taught in a military learning environment within the last 5 years.

(5) A process with their aligned RC schools to validate and verify certification of instructors/facilitators. This includes monitoring and maintaining certification requirements, quality assurance oversight, and maintaining appropriate instructor/facilitator documentation.

c. Recertification must also be provided with enhancement training and education. TRADOC institutions must submit a request for enhancement training and education from their director of training (DOT), deputy director of training (DDOT), or O6 level to the Commander, ATSC, ATTN: ATIC-CO, Fort Eustis, VA 23604-5166.

7-7. Staff and faculty certification requirements

a. Instructors/facilitators not excepted to use AIS must meet all certification requirements prior to conducting S&F courses. This requirement includes both Soldiers and Army civilians.

b. All assigned instructors/facilitators must be certified in the current foundational, CAC-T, ATSC-provided instructor/facilitator course or an equivalent, CAC-T, ATSC-approved course. Current courses may be found at: <http://www.atsc.army.mil/itsd/s&f/corecurr.asp>.

c. In order to receive certification, personnel must fulfill all requirements specific to position certification. All CMPs, as applicable, must include both the SFCT faculty requirements and the institution course content qualification requirements. All members of S&F must have add-on enhancement training/education and recertification pertaining to new requirements prior to conducting courses applying the new requirements.

Note 1: See TR 350-18 for more information regarding RC certification requirements.

Note 2: Not all S&F positions require certification.

d. Instructor/facilitator certification is a three-part process encompassing completion of approved SFCT courses, mastery of specific course content, and demonstrated proficiency in the methods and techniques for delivery of instruction. Personnel detailed or designated to an instructor/facilitator position must be certified and given highest priority for training and education. Others may obtain the training and education on a space available basis, although this does not constitute certification without completion of the three-part process (see AR 614-200 which contains initial instructor/facilitator requirements).

(1) Part I of the certification process is successful completion of the current foundational, CAC-T, ATSC-provided instructor/facilitator course as a minimum requirement. This and other courses may be found at: <http://www.atsc.army.mil/itsd/s&f/corecurr.asp>.

Note: For instructor/facilitators in educational institutions and/or courses, which follow guidelines for Army education, Faculty Development Program (FDP)1 and FDP2 satisfy certification requirements of SI 5K. Applicable institutions and courses are: the U.S. Army War College; all LDE schools including intermediate level education (ILE) and captains career course (CCC); the Sergeants Major Course within the Sergeants Major Academy; graduate level courses; and courses required for civilian certification.

(2) Part II of the certification process is mastery of the specific course content requirements in the content area, as defined by the institution. Local S&F must define "mastery" as it pertains to their courses.

(3) Part III of the certification process is demonstrated proficiency in the methods and techniques for delivery of instruction and facilitation while student teaching as an assistant instructor/facilitator under a certified instructor/facilitator. A certified instructor/facilitator, S&F, or QAO member must assess the instructor/facilitator using evaluation guidelines and institution requirements for instruction.

Note: To reduce certification time or gain efficiencies, performance assessments may be used to verify proficiency.

(4) Upon completion of SFDP instructor/facilitator certification requirements, the chain of command must submit a complete certification packet for approval to the DOT, DDOT, or designated representative within the institution and request appropriate skill identifiers for all military instructors in accordance with AR 611-1 and DA Pam 611-21.

(5) All qualification and certification requirements for RC instructors/facilitators (USAR and NGB) must be achievable within one TATS training year (13 months) and must not require travel to the institution location for parts II and III of the certification process. The RC may initiate processing of skill classification upon completion of the CAC-T, ATSC-approved equivalent course. However, before an RC instructor/facilitator is fully certified, the institution must determine the instructor/facilitator has reached demonstrated proficiency of the subject matter, and has exhibited effective use of learning methods and techniques, within the TATS training year.

(6) For AA instructors/facilitators only, their unit processes the SI 5K (officers) or SQI 8 (NCOs and warrant officers (WOs)) once they satisfy the components of the certification process.

7-8. Refresher/enhancement courses

Institutions specify when an instructor/facilitator must attend a refresher course.

7-9. Waivers and exceptions to policy

There are instances where exceptions to policy are required. Institutions must submit S&F waiver requests to CAC-T, ATSC for approval. After receipt and review of waiver requests, CAC-T, ATSC must respond with approval or disapproval signed by the Commander, ATSC or the Commander, ATSC's designated authority with a justification and rationale. Submit waiver requests to the Commander, ATSC, ATTN: ATIC-CO, Fort Eustis, VA 23604-5166.

7-10. Contractor training

a. The Office of Personnel Management and Comptroller General issued guidance that permits agencies to train private citizens, which includes contractor personnel, on a reimbursable basis when the conditions below are satisfied:

Note: Policy states that contractor personnel should report with the skills required to perform the service for which the Army contracted. Although the Army is allowed to train contractor personnel, Office of Personnel Management (OPM) and Defense Finance & Accounting Service (DFAS) policy requires the Army to obtain reimbursement for training.

(1) Contractor personnel are selected based on their expertise in a subject-area; therefore, contractors may only be trained in skills they are not required to bring to the job. Contractors may be trained in rules, practices, procedures and/or systems that are unique to the employing agency and essential to performance of assigned duties, such as agency computer security procedures. In short, the contractor personnel training must provide agency benefit, not a contractor benefit.

(2) Contractor attendance must be incidental to the necessary and authorized training of Government employees.

(3) The agency must collect and deposit the tuition fee covering the contractor's attendance in the Treasury General Fund as miscellaneous receipts.

(4) In order to ensure proper reimbursement for contractor training, acquisition personnel are prohibited from using contract clauses or language stating that the Government will provide no-cost training to contractor personnel.

(5) When requesting contractor training, the requesting agency's contracting officer's representative (COR) must ensure the contracting officer (KO) provides a copy of the current contract to SFDO for review and determination of course eligibility.

b. TRADOC institution S&F offices must provide evidence to the SFDO that the Treasury General Fund account is established IAW the Government Accountability Office (GAO)

requirements. A monthly report must be provided to the SFDO no later than the last business day of each month.

Note: DoD has issued similar guidance which can be located in DFAS – Indianapolis (DFAS-IN) Regulation 37-1, chapter 13. This paragraph states that for non-federal government students (including those from private industry or businesses), training providers must charge the full pro rata cost of instruction and base support whether the student load is based upon a space-required or space-available basis (including items of indirect cost).

Chapter 8

Learning Support System Interfaces

8-1. Learning support system interfaces introduction

This chapter describes the systems with which developers must interface to provide the most effective learning outcomes possible through the efficient use of resources. Developers must look across DOTMLPF to identify required capabilities and solutions based on joint and Army requirements. Those systems and interfaces addressed include:

- a. The Army Training Support System (TSS) interface.
- b. Systems training development interfaces, including the JCIDS, training test support package (TTSP), STRAP, new systems fielding, doctrine and tactics training (DTT), and new systems institutional training.
- c. Other interfaces, including current and emerging doctrine, CTC, library or documentation management, and contracting interfaces.

8-2. The Army Training Support System (TSS) interface

- a. AR 350-1 states that the TSS mission is to deliver training support system products (instrumentation and TADSS), services (training support operations and manpower), and facilities (ranges, mission command training centers, and training support centers) that are required to create the conditions to realistically portray the operational environment and enable Army training strategies focused on FSO METL training, and can be adapted when directed.

(1) The "training enablers" identified underpin the Army's CATS, battle command training strategy (BCTS), weapons training strategies (standards in training commission), and institutional POIs by providing commanders/commandants the primary tools to conduct Soldier, battlestaff, and unit collective training to standard at home station, the CTCs, TRADOC schools, CoEs, and while deployed. The TSS is a system of systems that provides the networked, integrated, interoperable training support and mission rehearsal capabilities necessary for an operationally relevant learning environment.

(2) The Army's TSS programs enable the operational and institutional Army to conduct effective and efficient learning courses/events IAW approved learning strategies. Each TSS program provides a specific set of networked, integrated, interoperable training support capabilities necessary to enable operationally relevant, full spectrum learning anytime and anywhere. These TSS programs are inextricably linked to the implementation of training by providing mission essential training support across the operational (home station, CTCs, and deployed), institutional, and self-development domains.

- b. Proponents must ensure requirements identified during the training development process are coordinated through appropriate forums to ensure sufficient resources are available to implement training as designed. These requirements include, but are not limited to:

- (1) Ammunition.
- (2) Training land and range requirements.
- (3) Facilities.
- (4) TADSS.

c. To improve training development and training support integration in JCIDS documents, CAC-T administers the Training Domain (T-Domain) JCIDS "gatekeeper" function. The CAC-T gatekeeper helps proponents to ensure training development and training support integration "essentials" are included for integration and resourcing. The CAC-T gatekeeper is the T-Domain recipient for capability documents undergoing proponent initial coordination staffing and ARCIC's validation staffing. The CAC-T JCIDS gatekeeper works closely with sponsors/proponents and ARCIC to monitor staffing actions from initiation to completion.

8-3. Systems training development interface

a. JCIDS. Army training developers must participate in the JCIDS process during creation and development of: capabilities-based assessments (CBAs), DOTMLPF analysis, initial capabilities documents (ICDs), DOTMLPF change recommendations (DCRs), DOTMLPF integrated capabilities recommendations (DICRs), material solution analysis (MSA), capability development documents (CDDs), and capability production documents (CPDs) as required by TR 71-20. STRAPs and strategies describe how proponents intend to introduce the system throughout the training system at the institutions and in units. They provide detailed information concerning each affected unit, MOS, AOC, and SI and the learning strategy for institutions and operational units. STRAPs must be finalized for submission with other supporting documentation at acquisition Milestone C. Centers/schools must consider the proponent's training plans and strategies when analyzing how best to train Soldiers to effectively operate, maintain, and employ the new capability, and prepare them to serve in operational units. System training effectiveness should be reviewed no less than annually in order to assess training effectiveness in across the domains of institutional, operational, and self-development. Figure 8-1 shows the JCIDS process.

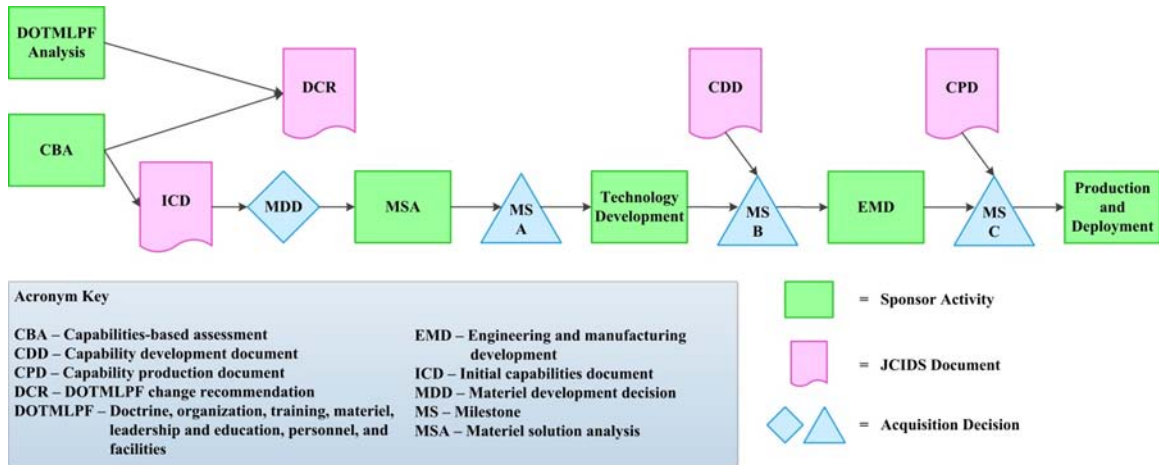


Figure 8-1. JCIDS process

b. TTSP. Institutions develop, approve, and provide the TTSP to the Army operational tester for use in the evaluation of new system training. The TTSP outlines the method and procedures to evaluate and certify individual and collective pre-assessment training (who, where, and how training is to be certified). The TTSP includes the training for system operation, current and emerging doctrine, and maintenance. Both an initial and final TTSP are required.

(1) Final TTSP preparation follows instructor/facilitator and key personnel training and receipt of the new equipment training (NET) test support package from the materiel contractor. The TTSP is revised before each operational test unless the institution determines that the TTSP is not required.

(2) Institution managers prepare initial and final TTSP submissions and obtain approval from the commander/commandant or his/her designated O-6 representative. Table 8-1 lists the TTSP submission deadline requirements.

Table 8-1
TTSP submission requirements

Type	Provided to test agency
1. Initial	Nine months (270 days) before test as specified in outline assessment plan.
2. Final	At least 60 days before test player training or as specified in outline assessment plan (and to HQ TRADOC, DCS, G-3/5/7 (ATIC-SAIS)).

c. The STRAP is the master training plan for new or upgraded capabilities. It is a stand-alone document and a supporting document to the JCIDS CDD and CPD.

(1) The STRAP:

- (a) Documents the results of early training analyses and design.
- (b) Starts the planning process for courses and course revisions, training support, and product(s) required in the institutional, operational, and self-development training domains. The STRAP should be initiated as early as the requirement for a system or non-system training device is identified in order to integrate into the ITP.
- (c) Sets milestones to ensure development of training support programs and products to permit testing and fielding of a total system.
- (d) Coordinates and communicates system service and interservice training requirements, and additional resource requirements to centers/schools, HQ TRADOC, TRADOC CAC, materiel developers, user commands, and HQDA.
- (e) Establishes the basis to assess training support progress in support of integrated logistic support reviews, in-process reviews, TTSP, integrated capabilities development team reviews, and milestone decision reviews.
- (f) Must be developed concurrently with associated JCIDS CDD and CPD.
- (g) Summarizes available basic information concerning learning product development to support the new, improved, or displaced materiel system. Narrative must identify the system as new, improved, or displaced.
- (h) Is a supporting document during acquisition Milestone B and C decision reviews.
- (i) Is approved by the commanding general of the proponent TRADOC or non-TRADOC CoE.

(2) STRAP submission requirements. The commanding general of the proponent TRADOC or non-TRADOC CoE must:

- (a) Develop and approve a STRAP for each new or improved materiel system. Materiel systems include developmental and non-developmental items, and non-system TADSS.
- (b) Prepare STRAPs using the automated STRAP Writing Tool (SWT).
- (c) Prepare, staff, and approve STRAPs.
- (d) Approve a STRAP or STRAP waiver before acquisition Milestone B and C. Approved STRAPs/waivers must be posted to the Reimer Digital Library (RDL) IAW AR 350-1.

(3) STRAP waiver policy. The training proponent may prepare a STRAP waiver for systems requiring very little or no training or training support (for example, commercial test, measurement, and diagnostic equipment with an accompanying instruction booklet). STRAP

waivers must be approved by the commanding general of the proponent TRADOC or non-TRADOC CoE. Approved STRAP waivers must be posted to the RDL IAW AR 350-1.

Note: STRAPs must be reviewed on a periodic schedule to ensure their relevance as changes to the capability they support evolve with modification programs. A system designated for an approved change in operational concept or a system that undergoes a hardware change resulting from a materiel change modification program may require a revised STRAP. A revised STRAP may also be required when new post-deployment software builds (PDB) require new TTPs, doctrinal publications, changes to TADSS, etc., and/or when new training concepts/strategies are being considered for implementation. The TCM, in conjunction with the trainer, may make the recommendation to CAC-ATSC if a revised STRAP is required.

d. New systems fielding. NET accomplishes the transfer of knowledge on the operation and maintenance associated with the fielding of new, improved, or displaced equipment from the materiel developer to the tester, trainer, supporter, and user. The proponent must:

(1) Develop the NET strategy for inclusion in the STRAP to support Milestone B (the materiel developer must use the approved STRAP to initiate a NET plan).

(2) Approve the NET plan.

e. DTT. DTT is formal instruction, training, and guidance for operators through senior commanders on how to employ the new capabilities. DTT provides the principle employment concept, and the "how to" tactics, techniques, and procedures (TTP) presented through battle drills, simulations, and situational training exercises. The doctrinal training strategy provides training when required and feasible prior to NET/Displaced Equipment Training (DET), and it ends before sustainment training. This training is not part of a stand-alone strategy, but an integral part of the overall training strategy/package. The proponent must conduct analysis to determine whether DTT is required. If required, the proponent must:

(1) Develop the initial DTT strategy for inclusion in the STRAP.

(2) Have a mature DTT strategy available to train test support Soldiers and units.

f. New systems institutional training. Institutional training on new systems is implemented in Army centers/schools. It provides trained replacements to units to operate and support a new system(s). Proponents must ensure institutional training starts in sufficient time to provide trained replacements for the first units equipped with the system. This should be no later than 12 months after the first unit equipped (FUE). Exceptions to this policy must include: systems fielded in such low density that institutional training is not warranted and NET or unit sustainment TSP will satisfy the training needed for the life of the system, or a system that is fielded in such low densities over an extended fielding schedule that it does not warrant beginning institutional training until a significant density level is achieved and NET or unit sustainment TSP will be used in the interim (see AR 350-1). Institutional replacement training start dates that occur later than 1 year after the first unit equipped date (FUED) must be included in the STRAP along with a temporary strategy for training replacements.

8-4. Other interfaces

a. Doctrine interface.

(1) Doctrine is the fundamental principle by which the military forces or elements thereof guide their actions in support of national objectives. Doctrine includes principles, TTP, terms, and graphics. It is authoritative, but requires judgment in application.

(2) Army operations are doctrine and standards based. Army doctrinal publications (field manuals and Army TTP manuals) standardize military principles, TTPs, terms, and graphics throughout the Army. They form the foundation and source for training and education and the learning products that support it. Training standards provide performance baselines to evaluate how well a task is executed. Together, current and emerging doctrine and learning form the key to Army readiness. For details on the Army doctrine program, see TR 25-36 at <http://www.tradoc.army.mil/tpubs/regndx.htm>.

b. CTC interface.

(1) Interaction between CTCs and proponents is a continuous, cyclical process. The CTCs immerse units and Soldiers in relevant training scenarios and realistic conditions to replicate the projected operating environment. Concurrently, CTC training must ensure leaders remain masters of their weapon systems and skillful at integrating joint fires, combined arms, interagency, and coalition capabilities to include division, corps, and echelons above corps. CTC feedback ensures that those developing learning products receive important data used to improve Army learning.

(2) CTC rotations, Mission Command Seminars, Battle Command Training Program (BCTP) visits, and reviews are invaluable sources of learning feedback that can affect the determination of unit missions, tasks/topic learning objectives, and analysis data used in the production of collective training products. When critical operational lessons learned from CTCs come into play, proponents conduct an analysis that may lead to new or revised products. See AR 350-50 for more information on CTC programs.

c. Library or documentation management center interface. Libraries support the organizational mission, including teaching, research and development, leader development, and capabilities development. Academic Army libraries are an integral part of Army learning and lessons learned programs. Libraries comply with and inform their users IAW Title 17 United States Code requirements, Library of Congress Circular 92, Copyright Law of the United States of America; and AR 27-60. Army library operations must meet published professional standards and guidelines, current industry practices, and DoD and Army standards. Army institutions must also meet the Army's library accreditation standard established by the CG, TRADOC.

d. Contracting interfaces.

(1) Managers must determine when to contract. Proponents have a variety of contracting approaches, or strategies, from which to choose. Analysis drives contracting decisions for priority, availability of manpower, timing, and funding.

(2) Proponents may initiate contracts through the local installation management activity's contracting office for learning requirements. Alternatively, requirements are sometimes met by developing and linking a new delivery order to an existing contract. Processes vary depending on the requirement. For DL products, proponents must use the TRADOC-approved DL contract for development (unless a waiver is obtained from TCM-DL). All developers, including contractors (with the exception of waivers) must follow this regulation when producing learning products for the Army.

(3) Proponents must designate personnel to attend the appropriate contract management courses to promote successful contract execution.

Appendix A

References

ARs, DA Pams, FMs, and DA forms are available at www.apd.army.mil. TRADOC publications and forms are available at <http://www.tradoc.army.mil/publications.htm>.

Section I

Required publications

AR 5-9

Area Support Responsibilities

AR 25-55

The Department of the Army Freedom of Information Act Program

AR 27-60

Intellectual Property

AR 71-9

Warfighting Capabilities Determination

AR 350-1

Army Training and Leader Development

AR 350-50

Combat Training Center Program

AR 380-5

Department of the Army Information Security Program

AR 380-10

Foreign Disclosure and Contacts with Foreign Representatives

AR 570-4

Manpower Management

AR 602-2

Manpower and Personnel Integration (MANPRINT) in the System Acquisition Process

AR 611-1

Military Occupational Classification Structure Development and Implementation

AR 690-400

Chapter Total 4302, Army Performance Evaluation System

CJCSI 3170.01G

Joint Capabilities Integration and Development System (Available at:
http://www.dtic.mil/cjcs_directives/cjcs/instructions.htm.)

DA Pam 25-40

Army Publishing: Action Officers Guide

FM 5-19

Composite Risk Management

FM 6-22

Army Leadership, Competent, Confident, and Agile

FM 7-0

Training Units and Developing Leaders for Full Spectrum Operations

FM 7-15

Army Universal Task List (AUTL)

Staff and Faculty Core Curriculum Web site

<http://www.atssc.army.mil/itsd/s&f/corecurr.asp>

TP 350-70-1

Training Development in Support of the Operational Domain

TP 350-70-16

Army Training and Education Proponents

TP 525-3-0

The Army Capstone Concept

TP 525-8-2

The U.S. Army Learning Concept for 2015

TP 525-8-3

The U.S. Army Training Concept 2012-2020

TR 25-36

The TRADOC Doctrinal Literature Program (DLP)

TR 71-20

Concept Development, Capabilities Determination, and Capabilities Integration

TR 350-18

The Army School System (TASS)

TR 350-29

Prevention of Heat and Cold Casualties

A Leader Development Strategy for 21st Century Army

(Available at: <http://www.cgsc.edu/aldis>.)

Section II

Related Publications

A related publication is a source of additional information. The user does not have to read a related reference to understand this publication.

AR 5-13

Total Army Munitions Requirements Process and Prioritization System

AR 5-22

The Army Force Modernization Proponent System

AR 11-2

Managers' Internal Control Program

AR 12-1

Security Assistance, Training, and Export Policy

AR 12-15

Joint Security Cooperation Education and Training (JSAT)

AR 25-1

Army Knowledge Management and Information Technology

AR 25-30

The Army Publishing Program

AR 25-52

Authorized Abbreviations, Brevity Codes, and Acronyms

AR 70-1

Army Acquisition Policy

AR 71-11

Total Army Analysis (TAA)

AR 71-32

Force Development and Documentation – Consolidated Policies

AR 95-1

Flight Regulations

AR 350-2

Opposing Force (OPFOR) Program

AR 350-10

Management of Army Individual Training Requirements and Resources

AR 350-28

Army Exercises

AR 350-38

Training Device Policies and Management

AR 381-11

Intelligence Support to Capability Development

AR 420-1

Army Facilities Management

AR 611-3

Army Occupational Survey Program (AOSP)

AR 611-5

Personnel Classification Testing

AR 614-200

Enlisted Assignments and Utilization Management

AR 700-127

Integrated Logistics Support

Army Publishing Directorate

<http://www.apd.army.mil/>

Army Training Network (ATN)

<https://atn.army.mil>

CJCSI 1800.01D

Officer Professional Military Education Policy (OPMEP) (Available at:

http://www.dtic.mil/cjcs_directives/cjcs/instructions.htm.)

CJCSI 1805.01A

Enlisted Professional Military Education Policy (Available at:

http://www.dtic.mil/cjcs_directives/cjcs/instructions.htm.)

CJCSI 5120.02B

Joint Doctrine Development System (Available at: F

CJCSM 3500.04F

Universal Joint Task Manual (Available at:

http://www.dtic.mil/cjcs_directives/cjcs/manuals.htm.)

Creative Commons

<http://creativecommons.org/>

DA Pam 25-36

Design and Production of Instructional Publications

DA Pam 25-91

Visual Information Procedures

DA Pam 350-38

Standards in Training Commission

DA Pam 415-28

Guide to Army Real Property Category Codes

DA Pam 600-3

Commissioned Officer Professional Development and Career Management

DA Pam 611-21

Military Occupational Classification and Structure

Data Usage Report

DFAS-IN Regulation 37-1

Finance and Accounting Policy Implementation (Available at <http://asafm.army.mil/>.)

DoDD 5230.24

Distribution Statements on Technical Documents (Available at:
<http://www.dtic.mil/whs/directives/corres/dir.html>.)

DoDI 1322.20

Development and Management of Interactive Courseware (ICW) for Military Training
(Available at: <http://www.dtic.mil/whs/directives/corres/ins1.html>.)

DoDI 1322.26

Development, Management, and Delivery of Distributed Learning (Available at:
<http://www.dtic.mil/whs/directives/corres/ins1.html>.)

FM 1-01

Generating Force Support for Operations

FM 1-02

Operational Terms and Graphics

FM 3-0

Operations

FM 5-0

The Operations Process

Library of Congress Circular 92

Copyright Law of the United States and Related Laws Contained in Title 17 of the United States Code (<http://www.copyright.gov/title17/index.html>.)

Manpower & Force Management: Career Program 26

http://www.cp26.Army.mil/bulletins/command_plan.cfm

Military Performance Specification (MIL-PRF)-29612B

Performance Specification, Training Data Products (Available at: <http://dodssp.daps.dla.mil/>.)

STP 21-1-SMCT

Soldier's Manual of Common Tasks, Warrior Skills, Level 1

STP 21-24-SMCT

Soldier's Manual of Common Tasks, Warrior Leader, Skill Levels 2, 3, and 4

Title 5, United States Code, Section 552

Public Information; Agency Rules, Opinions, Orders, Records, and Proceedings (Available at: <http://www.gpoaccess.gov/uscode/>.)

Title 5, United States Code, Section 4108

Employee Agreements; Service After Training (Available at: <http://www.gpoaccess.gov/uscode/>.)

Title 5, United States Code, Section 4109

Expenses of Training (Available at: <http://www.gpoaccess.gov/uscode/>.)

Title 17, United States Code

Copyrights (Available at: <http://www.gpoaccess.gov/uscode/>.)

TP 385-1

The TRADOC Model Safety Program and Self-Assessment Guide

TP 525-8-3

The U.S. Army Training Concept 2012-2020

TP 600-4

The Soldier's Blue Book, the Guide for Initial Entry Training (IET) Soldiers

TR 10-5

U.S. Army Training and Doctrine Command

TR 10-5-1

Headquarters, U.S. Army Training and Doctrine Command

TR 10-5-3

United States Army Accessions Command

TR 10-5-4

United States Army Combined Arms Center

TR 10-5-5

United States Army Combined Arms Support Command and Sustainment Center of Excellence

TR 10-5-8

Initial Military Training – Center of Excellence

TR 10-5-9

Institute for Noncommissioned Officer Professional Development and United States Army Sergeants Major Academy

TR 11-13

TRADOC Remedial Action Program (T-RAP)

TR 25-30

Preparation, Production, and Processing of Armywide Doctrinal and Training Literature (ADTL)

TR 350-8

Ammunition

TR 350-6

Enlisted Initial Entry Training (IET) Policies and Administration

TR 350-36

TRADOC Trainee Abuse Prevention Program

TR 385-2

U.S. Army Training and Doctrine Command Safety Program

TR 570-4

Management of Civilian Manpower

Training and Doctrine Development – Quality Assurance Management System (TD2-QA)

<https://td2.tradocapps.army.mil/login.aspx/>

U.S. GPO Style Manual

U.S. Government Printing Office Style Manual. (Available at

<http://www.gpoaccess.gov/stylemanual/index.html>.)

Section III

Prescribed Forms

This section contains no entries.

Section IV

Referenced Forms

DA Form 12-R

Request for Establishment of a Publications Account

DA Form 12-99-R

Initial Distribution Requirements for Publications

DA Form 2028

Recommended Changes to Publications and Blank Forms

DA Form 1045

Army Ideas for Excellence Program (AIEP) Proposal

DA Form 1059-1

Civilian Institution Academic Evaluation Report (AER)

DA Form 3479

Training and Proficiency Record – Air Traffic Controller

DA Form 4610-R

Equipment Changes in MTOE/TDA

DA Form 5165-R

Field Expedient Squad Book

DA Form 5286

Individual Training Record Basic Training (BT), Advanced Individual Training (AIT), One Station Unit Training (OSUT)

DA Form 5286-1

Individual Training Record (Continuation Sheet) Basic Training (BT), Advanced Individual Training (AIT), One Station Unit Training (OSUT)

DD Form 1391

FY Military Construction Project Data

DD Form 1995

Visual Information (VI) Production Request and Report

DD Form 2568

Defense Instructional Technology Information System (DITIS) Report

SF 182

Authorization, Agreement and Certification of Training (for DoD Use Only)

Glossary

AA

Active Army

AAR

after-action review

ACCP

Army Correspondence Course Program

ACE

American Council of Education

ACOM

Army command

ACSIM

Assistant Chief of Staff, Installation Management

ACTEDS

Army civilian training education and development system

ADDIE

analysis, design, development, implementation, and evaluation

ADLIC

Asynchronous Distributed Learning Instructor Course

ADT

active duty for training

ADTL

Armywide doctrinal and training literature

ADTLP

Armywide Doctrinal and Training Literature Program

AER

Academic Evaluation Report

AIEP

Army Ideas for Excellence Program

AIS

Accountable Instructional System

AIT

advanced individual training

ALC

Army learning concept

ALDS

Army leader development strategy

AMC

Army Materiel Command

AMSC

Army Management Staff College

AMEDD

Army Medical Department

ammo

ammunition

AOC

area of concentration

APD

Army Publishing Directorate

app

application

AR

Army regulation

ARCIC

Army Capabilities Integration Center

ARFORGEN

Army force generation

ARI

Army Research Institute

ARNG

Army National Guard

ARPRINT

Army Program for Individual Training

ASA/ALT

Assistant Secretary of the Army, Acquisitions, Logistics, and Technology

ASCC

Army Service Component Commands

ASI

additional skill identifier

AOSP

Army Occupational Survey Program

ATC

Army training center

ATC

Army training concept

ATN

Army Training Network

ATRRS

Army Training Requirements and Resources System

ATSC

Army Training Support Center

AUTL

Army universal task list

BCTP

Battle Command Training Program

BCTS

battle command training strategy

BN

battalion

BOLC

Basic Officer Leader Course

BT

Basic Training

CAATT

collection and analysis team

CAC-T

Combined Arms Center - Training

CAD

course administrative data

CALL

Center for Army Lessons Learned

CATS

combined arms training strategy(ies)

CBA

capabilities-based assessment

CBRN

chemical, biological, radiological, and nuclear

CCC

captains career course

CDD

capability development document

CG

commanding general

CGSC

Command and General Staff College

CHRTAS

Civilian Human Resource Training Application System

CJCSI

Chairman of the Joint Chiefs of Staff Instruction

CJCSM

Chairman of the Joint Chiefs of Staff manual

CKO

chief knowledge officer

CMF

career management field

CMI

classified military information

CMP

course management plan

CoE

center of excellence

CONUS

continental United States

COR

contracting office representative

CPD

capabilities production document

CRM

composite risk management

CTC

combat training center

CTD

Collective Training Directorate

CTSSB

critical task site selection board

CUI

controlled unclassified information

DA

Department of the Army

DA Pam

DA pamphlet

DCG

deputy commanding general

DCR

DOTMLPF change recommendation

DCS

Deputy Chief of Staff

DDOT

Deputy Director of Training

DET

displaced equipment training

DFAS

Defense Finance & Accounting Service

DFAS-IN

DFAS – Indianapolis

DICR

DOTMLPF integrated capabilities recommendation

DTIS

Defense Instructional Technology Information System

DL

distributed learning

DoD

Department of Defense

DoDI

Department of Defense instruction

DoDD

Department of Defense directive

DOT

Director of Training

DOTMLPF

doctrine, organizations, training, materiel, leadership and education, personnel and facilities

DTMS

Digital Training Management System

DTT

doctrine and tactics training

EA

executive agent

Ed

education

EMD

engineering and manufacturing development

ETV

estimated time value

FD

foreign disclosure

FDO

foreign disclosure office

FDP

Faculty Development Program

FM

field manual

FOA

field operating agency

FOIA

Freedom of Information Act

FOUO

for official use only

FSO

full spectrum operations

FUE

first unit equipped

FUED

first unit equipped date

FY

fiscal year

G-2

intelligence

G-3/5/7

operations, plans, and training

G-8

resource management

GAO

Government Accountability Office

GFTD

Generating Force Training Directorate

GPO

U.S. Government Printing Office

GTA

graphic training aid

HQ

headquarters

HQDA

Headquarters, Department of the Army

IAW

in accordance with

ICD

initial capabilities document

ICDT

integrated capabilities development team

ICH

instructor contact hours

ICW

Interactive Courseware

ID

identification

IDT

inactive duty training

IET

initial entry training

IG

inspector general

ILE

intermediate level education

INCOPD

Institute for Noncommissioned Officer Professional Development

IMI

interactive multimedia instruction

IMPRL

instructor manpower requirements list

IMT

initial military training

IMT-CoE

Initial Military Training-Center of Excellence

IMS

international military student

ISAP

Individual student assessment plan

ISE

institutional self-evaluation

ISR

instructor-to-student ratio

ITP

individual training plan

ITRM

institutional training and resource model

ITRO

Interservice Training Review Organization

JSAT

joint security cooperation education and training

JCIDS

Joint Capabilities Integration and Development System

JIIM

joint, interagency, intergovernmental, multinational

JSTO

joint sourcing training oversight

KO

contracting officer

KS

Kansas

LD&E

leader development and education

LDE

leader development and education

LOI

Letter of Intent

MANPRINT

manpower and personnel integration

MCA

military construction, Army

MDD

materiel development decision

MET

mission essential task

METL

Mission Essential Task List

MIL-PRF

military performance specification

MOB ARPRINT

Mobilization Army Program for Individual Training

MOI

method of instruction

MOS

military occupational specialty

MOS-T

Military Occupational Specialty – Training

MOU

memorandum of understanding

MS

milestone

MSA

material solution analysis

MTOE

modified table of organization and equipment

MTT

mobile training team

NCO

noncommissioned officer

NCOA

noncommissioned officer academy

NCOES

noncommissioned officer education system

NET

new equipment training

NGB

National Guard Bureau

OCONUS

outside CONUS

OE

operational environment

OES

Officer Education System

OIL

operational observations, insights, and lessons

OPFOR

opposing force

OPM

Office of Personnel Management

OPMEP

Officer Professional Military Education Policy

OSUT

one station unit training

PAO

Public Affairs Office

PDB

post-deployment software builds

PM

program manager

PME

professional military education

PMESII-PT

political, military, economic, social, information, infrastructure, physical environment, and time

POI

program of instruction

POM

program objective memorandum

PPBE

planning, programming, budgeting, and execution

PRT

physical readiness training

QA

quality assurance

QAO

Quality Assurance Office

QC

quality control

RC

Reserve Component

RC3

Reserve Component configured course

RCE

Regional Coordinating Elements

RCTI

Reserve Component training institution

RCTID

Reserve Component Training Integration Directorate

RDL

Reimer Digital Library

RIO

resource-informed, integration-focused, and outcome-based

ROTC

reserve officer training corps

RTI

regional training institute

S&F

staff and faculty

SAT

Systems Approach to Training

SATD

Security Assistance Training Directorate

SATFA

Security Assistance Training Field Activity

SATP

Security Assistance Training Program

SFB

staff and faculty branch

SFCT

Staff and faculty common training

SFD

staff and faculty development

SFDO

Staff and Faculty Development Office

SFDP

Staff and Faculty Development Program

SFLC

Staff and Faculty Local Curriculum

SFLT

Staff and Faculty Local Training

SGI

small group instruction

SI

skill identifier

SMCT

Soldier's Manual of Common Tasks

SMDR

structured manning decision review

SME

subject matter expert

SQI

skill qualification identifier

STP

Soldier training publication

STRAP

system training plan

SWT

STRAP Writing Tool

T&EO

training and evaluation outline

T-Domain

Training Domain

TAA

total Army analysis

TADLP

the Army Distributed Learning Program

TADSS

training aids, devices, simulators, and simulations

TASS

The Army School System

TATS

The Army Training System

TCM

TRADOC Capabilities Manager

TD2-QA

Training and Doctrine Development – Quality Assurance Management System

TDA

table of distribution and allowance

TDY

temporary duty

TOMA

Training Operations Management Activity

TP

TRADOC pamphlet

TR

TRADOC regulation

TRADOC

Army Training and Doctrine Command

T-RAP

TRADOC Remedial Action Program

TRAP

Training Resource Arbitration Panel

TRAS

training requirements analysis system

TRM

TRADOC review of manpower

Trng

training

TSP

training support package

TSS

Training Support System

TTP

tactics, techniques, and procedures

UFR

unfunded requirement

UJTL

universal Joint task list

USAR

U.S. Army Reserve

USARC

U.S. Army Reserve Command

USAREUR

U.S. Army, Europe

USARPAC

U.S. Army, Pacific

USG

U.S. Government

VA

Virginia

VI

visual information

VTITC

Video Teletraining Instructor Training Course

WOBC

Warrant Officer Basic Course

WTBD

warrior task and battle drills

WTSP

warfighter training support package

Section II

Terms

This section contains no entries.

Section III

Special Abbreviations and Terms

This section contains no entries.

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